REPORT RESUMES

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STUDIES IN SUCCESS, A PROMISING APPROACH TO THE VOCATIONAL GUIDANCE OF AVERAGE HIGH SCHOOL STUDENTS.
GROSSMONT UNION HIGH SCHOOL DISTICT, CALIF.

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THIS REPORT DESCRIBES AND EDUCATIONAL PLAN TO IMPROVE THE VOCATIONAL GUIDANCE OF AVERAGE OR NONCOLLEGE PREPARATORY HIGH SCHOOL STUDENTS. THE PROGRAM IS DESIGNED TO CREATE A POSITIVE ATTITUDE ON THE PART OF THE STUDENT TOWARD FORMAL EDUCATION, THE WORLD OF WORK, AND THE MEANS FOR SUCCEEDING IN ONE'S VOCATION THROUGH EXPERIENCES WHICH WILL PROVIDE A POSITIVE AND REALISTIC SELF-CONCEPT IN REALITY TESTING SITUATIONS. A COMPLETE UNIT OF STUDY FOR USE IN THE CLASSROOM IS PRESENTED AND INCLUDES A LISTING OF ALL MATERIALS NEEDED FOR IMPLEMENTATION AS WELL AS CLASSROOM METHODS WHICH WERE UTILIZED. THE RATIONALE EMPLOYED IN DEVELOPING THE UNIT AND IMPLICATIONS FOR TEACHERS AND GUIDANCE PERSONNEL ARE DISCUSSED. PRELIMINARY RESEARCH FINDINGS SUPPORT THE METHODOLOGY OF THIS PROGRAM. (RM)

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STUDIES IN SUCCESS

A Promising Approach to the
Vocational Guidance of
AVERAGE
High School Students

GROSSMONT UNION HIGH SCHOOL DISTRICT
Grossmont, California

FOREWORD

We who worked on this project would like to share with you who read about it the exciting feeling that something important and rare was happening - - - but printed words cannot convey how fine it was to see apathetic faces kindle with enthusiasm and to hear a new ring of determination in voices that, for too long, had expressed only disinterest and unconcern.

Success is a touchstone . . . he who touches it is never again the same.

ACKNOWLEDGMENTS

Acknowledgments are gratefully extended to all who participated and who are listed below. Special priase is reserved for Mr. George Glaeser, Mr. John Kleinfelter, and Mr. Donald Tarr for the boldness of their thinking, the inventiveness of their educational designs, the long hours of write-up and preparation of materials, and the quality of their reporting. They produced the data that have formed the substance of our understandings, insights, and generalizations.

Mrs. Virginia Clapp, district coordinator of vocational education, acted as the coordinator of the project and served as an important link between the project staff and the district office, as well as general factotum.

Dr. Laurence Belanger, Consultant in Guidance, California State Department of Education, had a major role in the formulation of the project and helped immeasurably in stimulating and guiding its operation.

Praise is due to the Governing Board of the Grossmont Union High School District for authorizing the project, and to the district administration, Dr. Leon Lessinger, Mr. Lewis Smith, Mr. Harold Hughes, and Dr. John Warburton, for help and counsel in carrying it on.

Appreciation cannot be too strongly voiced to the Principals*, the teachers*, the counselors*, the students and their parents who were so generous in their investment of time.

The labors of the secretary, Mrs. Isis Westling, and her assistant Mrs. Donna Farris, surely merit praise. They spent long hours beyond the call of duty to record the accomplishments, the problems, and the dreams.

---

*Listed on the next page.

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Stanley McClintic, Monte Vista High School

Finally, these acknowledgments would not be complete without thanking the members of the business and industrial community--from firms both large and small--who contributed so generously of their time and effort to reveal to young people the world at work. We were never turned down when we asked for assistance; in fact, we were offered much more than we could use. Among those who cooperated so graciously were the following:

Pacific Telephone Company
The Rohr Corporation
U.S. Naval Aircraft Repair Facility
Station KOGO-TV
The May Company

Carl Burger Dodge Company
Anthony's Grottoes
Grossmont Hospital Auxiliary
Southwestern Beauty College
Charles University of Hair Styling

PREFACE

Improvements in education are more apt to be effective when they are based on some theory of educational innovation. Good theory can provide practical blueprints; with good theory, problems can be anticipated, logistics can be planned, and the probability of overall success markedly enhanced.

The model used in this project was an outgrowth of extensive talks with Dr. Donald Johnson, Consultant for NDEA, and Dr. Laurence Belanger, Consultant in Guidance, both of the California State Department of Education.

The theoretical model for educational innovation exhibited in this project consists of the following steps:

1. Identify educational problems.
2. Establish priorities in attempting the solutions of the identified problems.
3. Specify the nature of the visible product which will attest to the successful solution of the problem.
4. Undertake a systems analysis of the operational steps needed to produce the criterion product.
5. Identify clusters of resources most skillful in each operational step needed to produce the visible product.
6. Work with each cluster or group to develop proposals for funding and management.
7. Utilize the Brickell model of instructional innovation in the solution of the educational problem:

   "Phase 1:
   Design. The ideal circumstances for the DESIGN of an improved instructional approach are artificial, enriched and free. At their best, they provide a group of highly intelligent people, a somewhat limited problem, time to concentrate on a solution, ample money and resources, freedom to try almost anything, the likelihood that the solution will be used somewhere, and the prospect of personal recognition if the problem is solved. The more artificial, enriched and free the setting, the more distinctive the innovation it is likely to produce.

   "Phase 2:
   Evaluation. The ideal circumstances for the EVALUATION of a new instructional approach are controlled, closely observed, and unfree. At

> their best they provide conditions in which the forces which might influence the success of the new approach can be controlled when possible and kept under close surveillance when actual control is impossible. The freedom which is essential in searching for a good design is destructive in the making of a good evaluation.
>
> "Phase 3:
> Dissemination. The ideal circumstances for the DISSEMINATION of a new approach through demonstration are those which are ordinary, unenriched, and normal. At their best, they are exactly like the everyday situations in the observer's own school and community. Anything which the observer could label "abnormal" or "unrealistic" -- such as the enriched conditions necessary for good design or the controlled conditions necessary for proper evaluation -- is sufficient to rob the observed program of persuasive effect.
>
>> The most formidable block to instructional improvement today is that education -- unlike medicine, agriculture and industry -- fails to distinguish the three phases of change: design, evaluation, and dissemination. Moreover, it fails to support adequately the basic research which should precede the design phase."*

This report is a summary of an educational plan to improve the vocational guidance of average or non-college preparatory high school students. While the model described above was not followed in closest detail, the major outlines can be recognized as constituting the basic structure of the undertaking.

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*Henry M. Brickell, Organizing New York State for Educational Change. Albany: New York State Education Department, 1961, pp. 62-63.

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INTRODUCTION

INTRODUCTION

Much of the current thinking about education seems to be out of step with the realities of the society in which we live. The hard fact to comprehend is that formal education -- length of time spent in school, capped with an appropriate recognition of time spent -- is vocational preparation. In large part, the vocational needs of all youth are summarized in a new relationship between man, education, and work; in our society formal education stands directly between man and his job.

It follows, then, that the commitment to formal education made by youth -- the number of years they are willing to invest in schooling -- and the process by which that commitment is made, are critical matters in the educational enterprise. Three consequences stem from this realization of the critical nature of formal education in the lives of all youth: (1) the bases for classifying and implementing the high school curriculum for all youth need restudy; (2) the available information that is intended to help youth make a commitment to formal education must be investigated; and (3) the process by which youth are enabled to make an educational commitment needs to be improved.

Schools are charged with the awesome responsibility of helping youth become strong and good persons. The American experience with freedom and the insights coming from the behavioral sciences have further complicated this challenge by giving school personnel an unprecedented vision of the powers inherent in ordinary people and a new conception of what ordinary men and women may become.

While there is no gainsaying the overriding responsibility of schools to produce strong and good citizens, the task of teaching subject matter — and teaching it better than has ever been taught before — is of fundamental importance. It is imperative therefore, that ways be found to use the teaching of subject matter in the full personal development of youth. This can be done, for there is a striking relationship between the acquisition of knowledge and full personal development.

ESSENTIAL CONDITIONS

Certain essential conditions are necessary, however, if the dual responsibility of producing strong and good persons and the imparting of knowledge are to occur; these conditions form the matrix from which the Studies in Success experiment derives its sustenance.

First Condition

The first condition is the establishment of diversity in those paths which the school will accept and promote for the achievement of success. Schools need to provide a great diversity of ways for students to succeed.

A good model for the schools to follow is the American society at large, which lays before men and women a picture of many ways to succeed. The "ways" do not have to be status-ridden; the lab technician need not aspire to be a scientist, nor the housewife to be a model. What is required is that each feel toward himself a sense of pride and dignity in his own individual accomplishment. In the real world, in a free America, there are many ways to achieve; the schools must do far more than they have done and are now doing to provide a simiiar diversity of ways to succeed and to give dignity to each way.

The road to college is defined culturally as the road to financial, social, and personal success; failure to travel this road is often construed as a stigma, a sign of personal inferiority. For sociological, historical, and philosophical reasons, the college preparatory program enjoys such a high status position that many average students -- those not in the college preparatory program -- tend to experience marked feelings of personal inferiority and personal inadequacy. Thus the range of goodness and achievement accepted by most high schools remains far narrower than that of the general society around them.

To establish diversity in success patterns, the program of Studies in Success and every unit of work within it was tested to see how many ways the individuals in the program could contribute diversely to the common whole. Ideally, the entire school program should be examined for the opportunities it provides for each student to work, learn, and succeed in his unique way.

Second Condition

The second essential condition focuses on the mode and manner with which students and teachers work together in the imparting and assimilation of knowledge. Too often the approach to the student is still made via lecturing and telling; he is expected to absorb knowledge passively by listening and reading. Experience has demonstrated a need to involve young people in a variety of learning situations, with the teacher taking many different roles: mentor, tutor, preceptor, leader, consultant, and friend.

Third Condition

The final condition that is necessary if a program is to produce strength and goodness while it imparts knowledge relates to the simulation of the "outside world" in the classroom. It is important that young people visit and be visited by agents of the outside world — that they have an opportunity to experience, by direct contact, important aspects of the world of work and be helped in their approach to this world.

When these conditions of realistic diversity, broadened teaching methodology and simulation are met, success is possible. This monograph is a description of a successful program involving the vocational guidance of average youth. The program was launched in an idealized setting in 1963, field-tested within the realistic environment of the regular schools in 1964, and rigorously analyzed after its completion. The results of the program are presented in this publication.

BASIC ASSUMPTIONS BEHIND THE PROGRAM

Wise planning for any part of a student population can be no better than the quality of the knowledge about that part.

Our data, observations, and experiences have proved that planning may be based safely on the following generalizations:

1. Many non-college preparatory students do not achieve well in school; are often "over their heads" in subject disciplines; have found school "too hard," "a waste of time," "a place to fail," "a place to be embarrassed," something "to sit through," or a place of little relevance.
2. Average youth are vague about educational planning, uncommitted to learning, and uncertain about their future goals and vocational opportunities.

3. Many counselors and teachers are professionally unprepared to deal with non-college preparatory youth. Counselors and teachers are college graduates, highly verbal, and oriented to a set of educational values not shared by many average youth.

4. Many counselors and teachers are aware of their difficulties in communicating and working effectively with average students and see the need of certain specialized personnel who can give effective guidance and instruction as needed.

5. Guidance workers assigned responsibility for average youth need sensitization to and knowledge about these youth in the same sense that guidance workers assigned functions with exceptional children need special training.

6. An adequate training program for counselors of average students should contain as a minimum:

    a. A study of non-college preparatory youth as persons, not "hyphenated" youth, i.e., "low-IQ youth," "slow-learning youth," "non-verbal youth"

    b. The alternatives to college enrollment for average students

    c. A consideration of the curriculum, value structure, and meaning of a truly comprehensive high school

    d. A redefinition of the basic aim of counseling for average youth

7. Few school people know about or have given thought to the many ways of learning and gaining experience that do not involve college. Often they act as though a young person either goes to some sort of college and continues to learn or goes to work and stops learning.

8. The three basic aims of counseling (selection, placement, and educational management) need redefinition for the non-college preparatory group:

    a. The aim of selection involves the counselor in the choices students make to fill prescribed positions and to meet opportunities in the world of work. These are non-college preparatory positions.

    b. The aim of placement involves the counselor in the task of identifying the jobs or opportunities best suited to the unique potentialities of each counselee in the group. These potentialities lie in areas that are of a non-college preparatory nature.

    c. The aim of educational management must recognize the special educational problems and deficiencies of the group. The counselor needs to be a learning specialist with particular skills in non-verbal learning.

MAJOR GOALS OF THE PROGRAM

To refine and extend further our knowledge about average students, five major goals were sought from the program:

1. The development of a rationale for dealing with average students to include optimal materials, classroom methods, and guidance techniques
2. The development of a cadre of personnel with actual experience in working in selected ways with average students
3. The production of an instructional unit for use in classes during the regular school year
4. An assessment of a specific curricular approach in dealing with average students
5. An evaluation of preliminary notions regarding average students

The instructional unit itself was built upon four main presuppositions:

1. The average student has unique learning and guidance needs.
2. Active means must be sought to alter the usual negative image held by the average student toward himself and his ability to learn.
3. Exploring vocational goals in attractive ways (to be described) would engender motivation and commitment to further learning.
4. A study of the "American Dream" and, in particular, a positive, dynamic study of success as it is possible in our country would yield dramatic change in self-understanding, self-esteem, and self-reliance.

What we were trying to achieve in the Studies in Success program was a new approach to average students. We hoped that personnel sensitive to their special needs and potentialities, using a positive "Dale Carnegie approach," would enable non-college preparatory youth to achieve a new way of looking at themselves.

SPECIFIC OBJECTIVES OF THE PROGRAM

The following were among the specific objectives of the program, as visualized and identified by the staff:

1. Students would learn about themselves -- their abilities, aptitudes, interests, and values as they found the need to learn these things and at their own request.

2. Students would learn about the world of work and would develop an appreciation for it through a variety of experiences in and out of "class."
3. Students would begin the process of making suitable career plans.
4. Students would be led to see the values of education in connection with their self-assessment and with their vocational experiences.
5. Students would learn about successful Americans and generalize the ingredients of success.
6. Students would actively participate in the process of class management and decision-making.

Join with us, then, in an account of a voyage of discovery that we have called "Studies in Success" — an account that tells not only of the awakening of students to the concept that they could plan their own success, but an account which also indicates the procedures used by insightful school people to place the touchstone of success within student reach. By so doing, these adults too experienced the alchemy of values which is education.

THE SUCCESS PROGRAM

Phase I: The Invention

PHASE I: THE INVENTION

The Studies in Success program was launched during the summer school of 1963. Of non-college preparatory ninth-grade students, 30 were chosen — 15 boys and 15 girls; these had met the criteria of test performance at mid-distribution and the criteria of academic performance at the achievement level of C or lower.

Three participant observers who had teaching, counseling, planning, observational, recording, and interpretive functions were assigned to the 30 students. This assignment covered a two-hour-per-day class participation schedule. followed by a two-hour-per-day planning, recording, synthesizing, and evaluating schedule.

Each day the three participant observers, aided by district personnel and consultants, attempted a concensus of what they had observed and the educational significance of their observations. Out of this mystique — the day-by-day process of comprehending, analyzing, and synthesizing the by-products of participation and observation of the young clients — grew the visible product of generalizations, insights, and recommended practices. This formed the exportable package that was field-tested during the 1963-64 school year and, that came to be known as the "Studies in Success" program.

At the outset, the students were told that no grade would be given. There were few homework assignments and few reading assignments as such, although the students were encouraged to read selections in the classroom library. This library consisted of books and articles about successful Americans.

The class was divided into three teams, each with a student secretary. The secretary's job rotated so that each student in every group had an opportunity to be secretary. These teams proved most useful and facilitated important growth in their members. The groups reported on materials, planned activities, and made reports to the total class.

Responsibility for planning many of the class activities and class work was deliberately shared by the professional staff with the students.

Each one of the three members of the teaching team became a consultant to one of the class teams. This altered role was approved by the students. Many commented, "You didn't act like teachers."

The vocational counselor of the team had such specific duties as orienting the students to the class occupational tours, arranging for the tours, and taking small groups on short exploratory trips. Acting as sponsor for one of the teams, he followed its progress and offered guidance. He shared with the regular counselor the counseling duties for half of the student group.

The regular grade counselor had a wide range of responsibilities which included compiling a chronological record of all class activities, making individual cards relative to the selected students, placing available personal data on the cards, and conducting the necessary testing. He assisted students who required program revisions and also helped to evaluate tests and materials.

The teacher (1) bore the responsibility of most of the class teaching; and (2) adjusted the planned material and activities to the needs of the students as these became evident.

Discussions among staff members, both before and after class sessions, were taped. Even several of the students made tapes, with no teacher present. One group, composed of three girls who emerged as leaders of the three teams, discussed on tape the values of the program both at the beginning and at the end of the course. The three girls who had the lowest IQ's made tapes as did the three least cooperative boys.

At times the student group was not divided into teams but rather into simple classroom divisions to facilitate evaluation of films and materials.

CHRONOLOGY OF THE INVENTION

Early in the summer course several different instruments were used to help the student evaluate himself, as well as to supply information that would aid the teacher and counselor in knowing the student better.

Acquiring Self-knowledge

Instruments used in acquiring self-knowledge consisted of check sheets, tests, and listings. Some check sheets were designed especially for this class. The tests used were of an industrial type that had a special appeal but were more difficult to interpret to students because of the lack of appropriate normative data. The following instruments were used during the first 14 sessions.

1. A family check sheet
2. Gordon Interest Inventory
3. Check list adapted from a form developed in the Covina Valley (California) Unified School District
4. A self-evaluation sheet
5. Otis Employment Test
6. Mechanical Aptitude Test
7. General Clerical Test
8. "I Want" List

The "I want" list, projecting to 5, 10, and 20 years hence, was especially revealing as far as the students' present and long-range goals and values were concerned.

Helpful reading in connection with acquiring self-knowledge as a basis for good planning was found in two S.R.A. publications, My Educational Plans[1] and Planning My Future.[2]

Three different kinds of activities were employed in building self-confidence: listening, reading discussion, and doing.

1. Listening activities: These consisted of reading selections from Danforth's I Dare You[3] by the teacher, a talk on self-confidence by Dr. Lessinger, and the reading of the 51st Dragon[4] by the vocational counselor. In addition to readings and talks, recordings were used after careful previewing. Both

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[1] Munson, Harold L., My Educational Plans, Science Research Associates, Inc., Chicago, Illinois, 1959

[2] Hill, Wendell P., Planning My Future, Science Research Associates, Inc. Chicago, Illinois, 1958

[3] I Dare You, Danforth Foundation, St. Louis Missouri

[4] "The Fifty-first Dragon" from Seeing Things at Night by Heywood Broun, copyright, 1921 by Harcourt, Brace and Company, Inc: renewed, 1949, by Heywood Hale Broun and Constance Broun. Reprinted by permission of Harcourt, Brace and World, Inc., 1963

sides of the record "The Strangest Secret"[5] were played. Talks, readings, and records were discussed and evaluated in the three small groups.

2. Reading and discussion activities: The S.R.A. booklet, Developing Self Confidence,[6] was read by the students, discussed in the small groups, and then reviewed before the class by the small-group secretaries. Different procedures were followed in the preparation of these reports by the small groups. In one group, all the students decided to read the entire book and pool their ideas; in another, individuals accepted the responsibility for one chapter; in a third, each student prepared a report on a chapter with the help of carefully structured questions prepared in advance. It appears likely that some structure at the outset assures more success in reporting and thereby develops confidence in the participants.

   A major reading activity consisted of assigning each student a biography of a successful American for the purpose of determining the factors that contributed to success. Spreading the reports over several days helped to keep before the group the concept of "what makes for success" in individuals. A helpful supplement in reporting on books is How to Study.[7]

3. "Doing" activities: These served as a practical means of discovering evidences of increasing self-confidence among class members. The small groups offered an excellent opportunity to watch leadership evolve and self-confidence grow.

   Students were asked to volunteer to serve as secretary and chairman of each respective group. No attempt was made to pressure anyone. In one small group the secretary and chairman were guided carefully, at first, in organizing an agenda of discussion topics as well as in applying simple parliamentary procedures. After two sessions, the teacher was able to turn over the discussion to the chairman. Interestingly enough, the secretaries felt that it was an advancement to move up to group chairmanships, and after the third week there was a waiting list for the position of chairman.

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[5] Nightingale, Earl, "The Strangest Secret" Success Motivation Institute, Inc., Waco, Texas, 1958 (recording)

[6] Wrenn, C. Gilbert, "How to Increase Your Self Confidence" Guidance Series Booklet, Science Research Associates, Inc., Chicago, Illinois, 1953

[7] Preston, Ralph C. and Morton Botel, "How to Study" Science Research Associates, Inc., Chicago, Illinois, 1956

Other "doing" activities consisted of volunteering to prepare a vocational bulletin board; planning a field trip; participating in a program on "How to Present Yourself on the Telephone," given by a representative of the Pacific Telephone Company.

Improving Study Habits

A third emphasis on acquiring self-confidence was an examination of study habits. The following films and film strips were used to help the student examine his own study habits:

1. Film strip --- Why Study
2. Film --- On Your Own
3. Film --- How to Outline

The S.R.A. Study Habits check list was filled out by each student, and then the S.R.A. booklet on How to Study was placed in the hands of each. Time did not permit staff follow-up to find what use of the booklet had been made by the students. Chapter 3, entitled "A Mastery Technique," pp. 30-44, would serve as a basis for small-group study in preparation for a panel discussion before the larger group. Another helpful reading in self-evaluation is entitled "Appraising Progress" in My Educational Plans, pp. 36-57.

It is difficult to express in writing what actually happens in a classroom. The following evidences of the development of self-confidence, however, seemed apparent:

1. The students talked about having more self-confidence.
2. Students volunteered more freely for positions of leadership.
3. Greater confidence was seen developing when groups began working together on projects.
4. Students assumed the total responsibility for planning a fourth field trip (not provided by the school).
5. One group started early on the How to Study booklet.

6. Tape recordings of student evaluation showed growth in self-confidence. Final recordings demonstrated increased poise and ability to express feelings.
7. Students felt they had taken a useful measure of themselves.
8. In an individual counseling situation, the boys and girls were willing, even eager, to talk about themselves.

Different factors seem to have contributed to the apparent gain in self confidence, such as the following:

1. Evaluating themselves through certain instruments, e.g., the family history, self-evaluation sheet, interest inventory, and "I Want" listing
2. Reading articles about, and listening to talks and recordings on, self-confidence
3. Opportunities for practicing self-confidence through breaking with such classroom traditions as grading, formal seating, negative commands, lecture and recitation
4. Opportunities to develop through small-group situations where members feel less threatened by competition or possible censure
5. A spirit of pioneering — of creating something new

THE WORLD OF WORK

It has been commonly recognized by guidance people that courses in vocations have had little appeal to students in past years. How to broaden youth's outlook on the job world in a way that is interesting and lively and, above all, meaningful to them, presents a knotty problem. In a country that boasts of 40,000 different job titles and yet where the average student has some knowledge of only 20 or 25 of the most obvious jobs, the problem requires serious attention. It is imperative that sufficient and up-to-date occupational information be offered to high school boys and girls, and that it be offered effectively.

In view of past history, it was decided during this project to "take the student to the job" and let him see work going on, rather than have him read about it. Accordingly four different areas were selected for field trips: (1) a public utility—the Pacific Telephone Company; (2) a merchandising establishment — the May Company; (3) the federal government — a Naval Operations Base; and (4) a private industry — the Rohr

Corporation. These were selected because of their willingness to cooperate and because the work performance that could be observed by the students covered a fairly wide occupational range.

One of the most important facts learned during the visitations to these sites was that many of the jobs under observation did not require a four-year college education and could be performed by persons of average ability. This dissolved the misapprehension many students had that only menial, and therefore uninteresting, work is left for the high school graduate.

The students expressed surprise at the variety of occupations they could observe in a two-hour visit. "I thought the Telephone Company would be only girls sitting at switchboards" was a common remark. There were similar vocal reactions behind the scenes at the May Company. Over 40 different jobs were observed there, and all of them could be handled by high school graduates.

JOB APPLICATION

One of the most successful activities of the class was the result of an opportunity provided by the Pacific Telephone Company whereby two members of its personnel staff interviewed students for jobs. After each interview, a conference was held with the particular student involved, at which time his strong and weak points were discussed. Suggestions were made as to how students could improve during the next three years in high school so they would meet employment requirements on graduation.

A valuable part of this activity was learning how to fill out a job application, how to prepare a personal data sheet, and how to write a good letter of application.

FURTHER PLANNING

During the last two weeks of summer school, the students were encouraged to do further reading in such booklets as If You're not Going to College,[8] Charting Your

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[8] Spiegler, Charles and Martin Hamburger, "If You're Not Going to College" Science Research Associates, Inc., Chicago, Illinois, 1959

Job Future,[9] and What Employers Want.[10] Because there was not enough time for each student to examine every booklet, the small-group system was employed wherein main ideas were digested and summary reports were given to the class. This reviewing provided another opportunity for group participation.

By the final week of summer school students had reached the point where they asked for a program revision. Every student was then given the opportunity to work out another four-year educational planning sheet with the freshman counselor. These applied arts students showed a greater concern about their junior and senior year programs than is normally apparent during the regular freshman year. Requests for changes were very much in keeping with their new vocational outlook.

IN CONCLUSION

Toward the end of the summer project it became more and more apparent that the small groups were serving as a hatching ground for leadership. Small-group attachments then began to grow into class loyalty. Several students indicated that they planned to extend their committment further by participating in student activities and even suggested they might run for student offices during the next school year. Six weeks before, this would have been an impossible decision for any of them to make.

The class picnic, following the Rohr tour, contributed to this spirit of unity. During the last week students organized another swim party, which contributed to an improved group spirit.

Several students suggested a final program for parents; working as a team, the class members planned and provided entertainment, refreshments, an exhibition of their pictures on the bulletin board, and a display of their personal folders. During the course of the evening, several parents expressed the opinion that they had observed changes taking place in their children's interests and attitudes during the seven weeks in school work and vocational planning.

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[9] Gilles, Lambert L., "Charting Your Job Future, " Science Research Associates, Inc., Chicago, Illinois, 1957

[10] Dreese, Mitchell, "How to Get The Job" Guidance Series Booklet, Science Research Associates, Inc., Chicago, Illinois, 1960

We may conclude that these demonstrations of self-confidence, of leadership, of group concern, would not have occurred without the fostering climate of the Studies in Success program.

MATERIALS

From Science Research Associates
259 East Erie Street, Chicago, Ill.

Name of Book	Number of Copies
Senior Guidance Series Booklets	Set
How to Increase Your Self Confidence	35
How to Study	35
Teachers Manual for How to Study	3
Study Habits Check List	35
Administrator's Manual	3
Looking Toward High School	1
My Education Plans	1
Planning My Future	35
If You're Not Going to College	11
Manual for Counselors	1
Charting your Job Future	11
How to Get the Job	35
What Employers Want	35
Job Family Series	Set

The materials listed above were available in the classroom during the entire summer.

A bibliography of books on successful Americans is included in the Appendix. Future teachers may want to explore other methods for using this vast reservoir of confidence-building material.

It was evident that appreciations developed when the teacher read such stories as the life of Walt Disney, but there was little desire on the part of most of the students to read for themselves. To the majority, this merely constituted another requirement for a book report.

Tests

The following tests were used during the summer:

Otis Employment Test
Psychological Corporation, 304 East 45th Street, New York 17, New York.

General Clerical Test
Psychological Corporation, 304 East 45th Street, New York 17, New York.

Bennett, Test of Mechanical Comprehension, Form AA
Psychological Corporation, 304 East 45th Street, New York 17, New York.

Brown-Holtzman, Survey of Study Habits and Attitudes
Psychological Corporation, 304 East 45th Street, New York 17, New York.

Meier Art Judgment Test
Psychological Corporation, 304 East 45th Street, New York 17, New York.

Graves, Design Judgment Test
Psychological Corporation, 304 East 45th Street, New York 17, New York.

Kuder Personal Inventory, Form D
Science Research, Chicago, Illinois.

Gordon Occupational Check List
P.O. Box 6005, San Diego 6, California.

Otis Quick-Scoring Mental Abilities Tests
World Book Company, Chicago, Illinois.

Personal Values Check List
Donald Tarr Associates, P.O. Box 1132, Spring Valley, California.

Several of the vocational tests aroused interest but required considerable skill in interpretation because of inappropriate normative data. The two tests most favored by the students were the Bennett Test of Mechanical Comprehension and the General Clerical Test.

It is recommended that in another year the mechanical aptitude test from the D.A.T. Battery be used as it is similar to the test used during the summer but has norms for high school students.

The General Clerical Test is difficult to check, and it is felt that another instrument could be found that would better serve the purpose for using this type of measurement.

THE SUCCESS PROGRAM

Phase II: Field-testing the Instructional Package in the Regular Schools

PHASE II: FIELD-TESTING THE INSTRUCTIONAL PACKAGE IN THE REGULAR SCHOOLS

The Studies in Success program during the summer of 1963 represented the inventive stage of the project. It captured the essence of innovation in that it was "artificial, enriched, and free." A product had been created in the form of an instructional unit with insights into teaching methodology and administration.

During the 1963-64 school year, the product was field-tested in the seven regular high schools of the Grossmont Union High School District under an NDEA Title V-A grant. The essential characteristic of this stage was that it sought to be realistic in terms of the ongoing typical high school program.

OPERATIONAL STRUCTURE

At each high school in the district a vocational counselor was assigned for two periods a day to work with non-college-bound ninth-grade students. One experimental class and one control class were established per school at the ninth-grade level. The experimental classes in the district consisted of either social science students or English students, depending on the local situation. (There were some curricular variations among the seven schools.) Within each school the experimental class and the control class were not taught by the same teacher. The only differences between these two types of classes with respect to instructional content were the unit called "Studies in Success" and the special interaction of the vocational counselor.

The experimental class in each school was divided into an A and a B section by the vocational counselor. The A section consisted of one-half the total group and was given a minimum of three hours of personal-vocational counseling per student and the Studies in Success unit.

In addition, the parents of A section students were interviewed to discover how supportive they were of their children's current vocational plans or if conflicts existed. During this conference an effort was made to determine whether the aspiration level of the child and of the parent for the child was the same or different; also to find out whether the aspiration level of the parent for the child was realistic in terms of the child's demonstrated ability and his educational plans.

Arrangements were made for those A section students who wished to do so to carry out further occupational exploration in the community during the year.

B section received the Studies in Success unit only, with no personal counseling. The control group received neither the special unit nor the personal-vocational counseling.

THE EXPERIMENTAL UNIT

The major problem in shifting from the "artificial, enriched and free" experimental situation to the "ordinary, unenriched and normal" classroom was the time element. Seven week's activities had to be compressed into two weeks class time; it was felt that teachers could not be required to subtract more than ten days from subject matter teaching. Of course, if at their own discretion, they wished to do so, plenty of suggested materials were provided. In fact twenty-four possible experiences were outlined for them.

The material and activities in the Studies in Success unit were chosen from those that had proved most successful during the experimental summer. They were divided into the same three parts: (1) self-assessment; (2) the world of work; and (3) educational and career planning. The teacher-counselor team was asked to cover all three divisions but was allowed choice of materials and activities within each division. Class-size and small-group field trips were to be chosen by the students.

Assessment instruments were administered to both experimental and control classes before and after the unit. These included the Otis Quick-Scoring Mental Ability Test (two forms), the Covina Educational and Career Planning Form, the Study Habits Check List, the Vocational Essay. Others used only with experimental groups were the Kuder Vocational Form C, the Gordon Occupational Check List, the Personal Values Check List, and the Warner Scale.

Materials consisting of books, pamphlets, personal folders, forms such as the family history and personal evaluation, pamphlets, records, and films were all used during the unit. (See Appendix.)

Self-assessment

During the first part of the Studies in Success unit, "Self-Assessment," the experimental class students in each school were grouped into teams of from five to eight, each team balanced according to sex, ability, leadership, and behavioral problems. The students worked either in groups or as a class to learn about themselves by means of tests, the Kuder Interest Inventory, and a series of forms and questionnaires. These were kept by each student in a personal vocational folder, which eventually included all the other data gathered during the course of the unit.

The World of Work

In the second part, "The World of Work," the relationship of aptitudes and achievement to careers was studies and linked to occupations of potential interest.

Next, the students studied a two-way "classification of occupations" chart (adapted from Anne Roe) to find their aspiration levels. (See Appendix.)

Each class chose a field trip to examine the various types of work done within a particular industry. This activity proved very stimulating to the students and helped to broaden their viewpoints. Later, small-group tours were arranged by the vocational counselor according to identified interests and upon the requests of the students.

The vocational counselor also assisted the class to fill out employment forms, and social security cards and to compose personal data sheets. He explained the S.R.A. vocational files and encouraged their use.

At this point, highly provocative job interviews were carried on in class by personnel people.

While this type of activity, pursued at the ninth-grade level, would appear to come too early in secondary education, it proved, on the contrary, to be one of the most effective of the class experiences. The students involved had to face the realization that eventually they would be selling their skills and their educational backgrounds on the job market in competition with others. The job interview drove this fact home to them as no amount of talk could have done.

Students were encouraged to read about their tentative occupational field or fields in the school library, and to locate other up-to-date information. Speakers who represented the job interests of a large number of students were brought before the class.

Educational and Vocational Planning

The third part of the unit, "Educational and Vocational Planning," forced the student to realize that educational requirements stood between him and his chosen vocation, regardless of what that vocation might be.

A local junior college student addressed the class on his experiences and a junior college counselor spoke on the opportunities available at the college for vocational education.

After the experimental class had concluded the Studies in Success unit, Group A students met individually with the counselor for more personalized assistance in vocational and educational planning. At this time, students who had unresolved problems relating to making tentative career choices were helped to conduct further exploration in the business and industrial community.

For a list of duties and responsibilities on the part of the freshman counselor, NDEA vocational counselor, and experimental teacher, see the Appendix.

IN-SERVICE TRAINING

During teacher-counselor in-service training for the Studies in Success unit, the following understandings gleaned from the experimental phase were stressed:

1. Ninth graders are not ready to make occupational choices, but they are ready for vocational exploration. This exploration heightens interest and can bring about greater motivation for school studies.
2. Fantasy vocational choices, typical of many ninth graders, are to be viewed carefully and the student directed toward more realistic choices. Some young people resist giving up a fantasy choice, but most will accept reality when they must face facts about educational requirements and achievement levels.
3. The decisive relationship between education and jobs should be made clear to students so they are aware that program choices, even as early as the ninth grade, may be critical.
4. The dignity of all work, well performed, should be confirmed at every possible point.
5. Individual abilities and talents are manifold and diverse. The world of work has room for many and varying abilities, not all necessarily academic.

6. Youth need to set goals for themselves toward which they can work. It isn't the actual goal that matters, for many goals are temporary; what matters are the insights gained on the way.

7. The habit of success must be established somehow, and the chronic failure pattern must be broken if the young people is to grow. Each child must have a chance for the small successes that will lead him on to bigger ones.

8. Youth — particularly those of average ability — need praise and are highly susceptive to signs of blame. Giving them individual attention of a positive nature is praise to them because it means they are important to someone.

9. Average students have had little opportunity to develop self-direction and self-determination. They need opportunities and encouragement in both.

THE FINAL PRODUCT

THE FINAL PRODUCT

As a result of the field-testing program during the 1963-64 school year, a product in the form of materials and techniques can be formulated for use in the "ordinary and normal" ninth-grade, whether in junior, senior, or four-year high schools.

The initial step in meeting the vocational guidance needs of AVERAGE students is to present a special Studies in Success unit in the applied arts, English, or geography class (according to local school desires) during the first semester of the first high school year.

Although the experiences and materials suggested are aimed specifically at the AVERAGE student, teachers and counselors concerned with other student typologies may also benefit.

The keystone of the success to be achieved by this unit is the establishment of a good working relationship between the counselor and the classroom teacher. It is essential they have a team attitude — that they support each other in all possible ways.

Whether the counselor involved is a regular grade-level counselor or a specialist in vocational guidance, he or she must have the ability to identify with the AVERAGE student and to see this young person as a human being with potentials to be realized. Both teacher and counselor need to be knowledgeable about the vocational world and to do all in their power to relate the realities of this world to their students needs and capabilities.

After completion of the Studies in Success unit, follow-up activities by the counselor should continue during the second semester. Students with the greatest need for additional help, having been identified during Part I (on self-assessment), should be given enough additional small-group experiences and individual attention to enable them to reach the point of making realistic career plans before the end of the year.

Since the ninth-grade experience is considered to be only the initial step in the developmental guidance program of the high school, sequential experiences must be developed for the tenth, eleventh, and twelfth grades. These successive steps should afford students opportunities further to strengthen and explore their early decisions, or to change goals to fit newer interests or deeper self-assessment.

THE POSITIVE ATTITUDE

The Studies in Success program is a series of experiences designed to create a positive attitude toward formal education, the world of work, and the means for succeeding in one's vocation. Regardless of the amount of information on "job families" the student may memorize, attitude is the key. Unless the student who feels negative or indifferent toward school will accept the education process as a means toward a desirable (to him) end, no amount of factual information can help him.

Positive knowledge in the mind of the young student — complete certainty that there is a worthwhile goal he can reach, that he can be successful in the world of work, that there are real opportunities for him — provides the only climate in which this change of attitude toward school can take place. Unless teacher and counselor create such a climate by equal certainty in their own minds, the Studies in Success program will be merely another traditional vocations unit.

OVERVIEW OF THE UNIT

It is important that the overall picture be clear to teachers and counselors who will be involved. We therefore present at this point an overview of the major phases of the unit (including teacher-counselor preparation), the general objectives, and a listing of the suggested experiences.

The 24 experience reports cover the methodology and materials used during the pilot project to achieve the objectives of Parts 1, 2, and 3 of the unit. They were recommended to the teacher-counselor teams of the field-testing program but, as only ten school days were required to be taken from subject matter teaching, these teams were encouraged to use other experiences, chosen at their own discretion. Fortunately, most of the teams became so interested in the experiment that they used all, or nearly all.

OVERVIEW OF THE UNIT

Phases	General Objectives	Suggested Experiences
I. THE COUNTDOWN Time: one to five hours spent at least one week before the start of the unit	Developing a positive attitude	-5. Surveying the materials and reports developed during the experimental period
		-4. Listening to records and reading books with the "success motivation" kind of orientation
	Getting materials ready	-3. Experimenting with "success motivation" in one's own personal and professional life
		-2. Setting up a library reserve shelf
	Launching the Unit	-1. Deciding which of the suggested experiences will be used and preparing lists of materials and activities for which each student will be responsible
BLAST OFF		0. Class orientation
II. SELF-UNDERSTANDING	Building self-confidence	1. Making group task assignments
		2. Studying famous and successful Americans a. Reading b. Listening c. Viewing films
		3. Reading the story, "51st Dragon"

(cont'd)

Phases	General Objectives	Suggested Experiences
II. SELF-UNDERSTANDING	(Cont'd) Establishing dream goals	4. Playing and discussing one of the "success motivation" recordings
		5. Preparing an "I want" list
	Painting a self-portrait	6. General ability and achievement test interpretation
		7. Interest inventory
		8. Discovering personal values
		9. Preparing a self-evaluation instrument
III. THE WORLD OF WORK Time: As needed	Getting an overview of the vocational world	10. Total group field trip and classroom follow-up
		11. Small-group tours by similar-interest groups
		12. Individual study of one to three specific job titles
	Learning the requirements for entering the world of work	13. Applying for Social Security card
		14. Filling out job applications
		15. Job interviews
IV. EDUCATIONAL AND CAREER PLANNING	Establishing the need for post-high school education	16. Investigating employment trends and the relationship between education and earnings

(Cont'd)

Phases	General Objectives	Suggested Experiences
IV. EDUCATIONAL AND CAREER PLANNING	(Cont'd)	17. Investigating specific post-high school opportunities: a. Junior college b. Apprenticeship programs c. Military training d. Civil service e. Other
	Making specific plans	18. Preparing plans of high school courses
		19. Summarizing vocational plans on Educational and Career Planning worksheet
		20. Preparing the folder of personal data for filing with the counseling office
V. FOLLOW-UP Time: two to five days as available during the remainder of the school year	Extending horizons for groups with similar interests	21. Additional field trips by representative small groups or students with similar vocational interests
		22. Periodic reports to classes by students who have gone on small-group tours
Individual conferences as counselor schedule allows	Providing additional help for students who show need	23. Personal counseling sessions with high-priority students
	Making final plans	24. Reviewing projected high school program and making specific plans for tenth grade

(Cont'd)

A more detailed breakdown on each of the 24 suggested experiences is presented on the following pages.

The same objectives can be reached by other, and possibly better means. These sample activities are not offered to be copied but to be adapted to the needs of varying student groups and the personalities of different teachers and counselors.

PREPARATORY SURVEY OF MATERIALS AND REPORTS

COUNTDOWN
EXPERIENCE:
Minus 5

Objective	Student Activity	Teacher-Counselor Activity	Materials
To learn of the background of the unit To develop a feeling of confidence with the methods and materials	None	Read and discuss together the "Studies in Success" reports.	"Studies in Success: A Promising Approach to the Vocational Guidance of Average High School Students"

LISTENING TO RECORDS AND READING BOOKS WITH "SUCCESS MOTIVATION" ORIENTATION

COUNTDOWN
EXPERIENCE:
Minus 4

Objective	Student Activity	Teacher-Counselor Activity	Materials
Teacher and counselor to become familiar with these materials	None	Obtain and read books related to "Success Motivation."	Think and Grow Rich, Napoleon Hill

(Cont'd)

Listening to Records and Reading Books with "Success Motivation" Orientation (Cont'd)

Objective	Student Activity	Teacher-Counselor Activity	Materials
		Listen together to "Success Motivation" recordings.	Think and Grow Rich, Recorded book review by Earl Nightingale
		Evaluate these materials in light of their possible usefulness with your students.	How to Live 365 Days a Year, John A. Schindler, M.D. The Power of Positive Thinking, Dr. Norman Vincent Peale "The Strangest Secret," Recording by Earl Nightingale

EXPERIMENTING WITH "SUCCESS MOTIVATION"

COUNTDOWN
EXPERIENCE:
Minus 3

Objective	Student Activity	Teacher-Counselor Activity	Materials
To get the "feel of the "Success Motivation" approach	None	Put into practice as much as possible of the method discovered from the materials listed in the preceding activity.	Listed in preceding activity

(Cont'd)

SETTING UP A LIBRARY RESERVE SHELF

COUNTDOWN
EXPERIENCE:
Minus 2

Objective	Student Activity	Teacher-Counselor Activity	Materials
To establish a working relationship with the librarian for this unit To establish a reserve self for using in studying "successful" Americans	Volunteer students from the class may be chosen to assist the librarian.	The teacher should consult with the librarian to set up a reserve shelf of appropriate books for studying the lives of successful Americans and should agree on the procedures for student use of books and pamphlet materials during the unit.	Book lists developed cooperatively by librarians of the Grossmont Union High School District

DECIDING ON EXPERIENCES AND MATERIALS TO BE USED DURING THE UNIT

COUNTDOWN
EXPERIENCE:
Minus 1

Objective	Student Activity	Teacher-Counselor Activity	Materials
To clarify by mutual consent the duties and responsibilities of teacher and counselor	None	Teacher and counselor should make a systematic study of the activities and materials that could be used during the unit. Decisions should be made as to which ones are to be used to best advantage and who will be responsible for them.	As listed in this unit plan
To set up lines of communication between counselor and teacher		Consult with principals concerning permission for field trips or other activities involving faculty or classified staff	
To clear in advance proposed activities		Explain reasons to any teachers who may be affected by plans and obtain their cooperation.	

ORIENTATION

EXPERIENCE:
Blast Off 0

Objective	Student Activity	Teacher-Counselor Activity	Materials
To show the importance of careful career planning	Views the film "The Big Question" and participates in class discussion of the need for planning and for establishing a goal.	Teacher should be sure the film is ordered through the district office. Show the film and direct the following discussion.	Film: "The Big Question" Manila folders
To help students get an overview of the activities to follow	Listens to the counselor and the teacher explain their roles in the unit	Counselor may or may not be present for the film and discussion.	
To stimulate interest in planning for adult life	Places student name on a manila folder and possibly a title on the folder such as "Success," "planning," "future," etc.	Teacher and counselor outline for the students their respective roles in the weeks to follow as students participate in the Studies in Success unit.	
To establish the loose-leaf folder for keeping materials		Teacher should pass manila folders to students and instruct them to do as directed under student activities for this experience.	
		Counselor should inform parents of the unit to be presented. This may be done by letter or by a parent education meeting.	

LIST OF EXPERIENCES

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #1	SMALL-GROUP TASK ASSIGNMENTS		
To gain self-confidence to accept responsibility and to train as a leader	Works as a team member, does his share in reports on pamphets. Puts written work in vocational folder.	Teacher and counselor select heterogeneous teams, present challenge to teams, follow up and insure each team is progressing, evaluates reports.	S.R.A. and other pamphlets vocational folders

(Cont'd)

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #1 (Cont'd)			
	May take turn as chairman or secretary.	Teacher reads books about successful Americans.	
		Teacher provides books in room or library books from library; time for reading, has students make oral or written reports	Library books, special books for unit
EXPERIENCE #2	STUDYING FAMOUS AMERICANS		
To read and learn about successful Americans	Reads books about successful Americans.	Teacher selects and reads appropriate stories that show how Americans of average intelligence have overcome to success; stories of people who overcame handicaps (e.g., Helen Keller). Limit readings to 20-25 minutes plus discussion time.	Famous Industrialist Teenage Heroes Faith Made Them Champions Hearts Courageous
To record qualities that make for success			
To relate qualities to self (set up model) by listening and discussing and by visual means - films, posters, filmstrips, etc.	Listens to teacher read stories. Discusses them.	Counselor may find suitable speakers on same idea— Art Linkletter.	
	Sees and discusses film, etc. Puts write-ups or notes into vocational folder.	Teacher selects, orders films. Has appropriate follow-up of questions, discussion, or written composition.	Face of Lincoln

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #3	READING "THE 51st DRAGON"		
Learn the meaning of true (lasting) self-confidence	Listens to story and discusses it.	Teacher obtains and reads the story. Uses dynamic approach —full of meaning. Asks leading questions as to why the hero failed after 50 victories.	"The 51st Dragon" (*Adventures in Reading* book)
To see the need for faith in oneself and one's abilities	Optional: writes a brief paragraph on self-confidence.	Counselor may be present to hear and discuss story.	
	Places notes, etc. in vocational folder.		
EXPERIENCE #4	LISTENING TO "THE STRANGEST SECRET" (or other success-motivation record)		
To motivate toward at least one goal	Listens to record. Chooses and lists at least one goal on two 2"x2" cards (one for wallet, one for counselor.)	Teacher obtains and plays record; provides two 2"x2" cards for each student; leads discussion after record; lists good and bad points on blackboard. Collects duplicate cards (without names) for counselor.	Record player Record 2" x2" cards
To learn one method for success	Tries to succeed toward goal in 30 days.	Teacher may remind students of 30-day goal. Replay record in 30 days.	
To make a 30-day trial	Puts one card in wallet or purse.	Counselor should be present when record is played to experience it and observe effect on students. He may participate in discussion.	
EXPERIENCE #5	PREPARING "I WANT" LISTS		
To objectify desires for items at present and in the future	Completes "I Want List" and writes brief composition about it.	Teacher obtains, explains, and supervises filling out of form. Teacher presents this as a brainstorming experiment to create some excitement.	"I Want" Lists (See Appendix)

(Cont'd)

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #5 (Cont'd)	PREPARING "I WANT" LISTS		
To stretch comprehension of time concept	Puts results in vocational folder.	Counselor may be present.	
To relate present activities to future goals (school, education, training, job, and goals come in that order)			
EXPERIENCE #6	GENERAL ABILITY AND ACHIEVEMENT TESTS		
To learn general ability score and its meaning	Listens to counselor.	Counselor obtains test data for all students in class. Prepares this information on individual cards (at same time makes a carbon for his own file.) Gives a bell-shaped graph to each student. Explains tests and test scores to class. Explains bell-shaped graph and how to place scores on it. Checks to see that scores are copied properly and that they are understood.	Test data cards Bell graphs
To learn achievement scores and their meanings	Copies scores from prepared sheets onto graph.	Teacher arranges class time at counselor's request. Helps hand out graphs and test data. Answers questions if he feels qualified. Helps with general supervision.	
To learn to fill in and read a bell-shaped graph	Asks questions about problem areas.		
	Puts graph into vocational folder.		

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #7	KUDER INTEREST INVENTORY (VOCA. FORM C)		
To obtain objective information about vocational interest areas	Takes and scores Kuder profile results.	Teacher and Counselor should both be present to administer the Kuder.	Kuder booklets
To fill out and use a graph	Finds areas of high and low interests.	Both should remind students this is an exploratory exercise and that students will not and should not pick only one job title to explore. The Inventory points to interest areas only; it does not ensure student ability or aptitude for any job. Both see that students list high and low areas of interest. Show that low areas may be danger signs.	Profile sheets
To use resource information to find job interest areas	Lists many "possible" job titles (which may be used for occupation write-ups).	Teacher follows up to make sure all students complete the activity and all materials are returned.	Manuals
To learn several job titles, list them	Puts results in vocational folder.	Counselor relates this information from Kuder to total information during interview.	Pins
To follow complicated written instructions	(May have to do some of Kuder at home to save class time.)	Kuder Reading List may be used for suggestions for follow-up by students.	Vocational folders
EXPERIENCE #8	DISCOVERING PERSONAL VALUES		
To learn the meaning of values	Fills out Personal Values Check List.	Teacher obtains, administers Personal Values Check List Holds class discussion on values.	Personal Values Check List, Donald Tarr Associates
To relate values to life and occupational goals	Listens to class discussion on values.	Has students list values on board	

(Cont'd)

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #8 (Cont'd)	DISCOVERING PERSONAL VALUES		
	Relates values to occupational goal in composition (last page of check list).	Sees that all complete the check list.	
	Puts results in folder.	Counselor relates values to occupational choice during counseling interview. He may aid those students who are having difficulty in setting up a realistic value system.	
EXPERIENCE #9	PREPARING A SELF-EVALUATION INSTRUMENT		
To list on one sheet facts about oneself	Complets Self-Evaluation form or writes essay making a self-analysis of physical and mental abilities, interests, etc.	Teacher administers filling out the Self-Evaluation form.	Self-Evaluation form (see Appendix)
To achieve self-differentiation and self-definition		Teacher supervises writing of essay.	
To see true potential		Counselor may be present to answer questions.	
EXPERIENCE #10	TOTAL GROUP FIELD TRIP AND CLASSROOM FOLLOW-UP		
To help students become aware of some of the specific job opportunities in the local community that do not demand four years of college	Helps teacher and counselor select from prepared list the place to be visited.	Teacher Prepare for field trip ahead of time (set date in consultation with counselor, arrange for substitute for classes left behind. etc.).	

(Cont'd)

EXPERIENCE #10 (Cont'd) TOTAL GROUP FIELD TRIP AND CLASSROOM FOLLOW-UP

Objective	Student Activity	Teacher--Counselor Activity	Materials
To give students a chance to see people at work earning a living; to help students realize that adults are expected to "produce"	Students take responsibility for distributing, collecting, and recording permission slips.	Supervise student preparation for trip.	
To help students learn the importance of staying in school as long as possible by contact with adults who admit their opportunities are limited by lack of education	Class determines how and who should take notes for use by groups when discussing what is learned on the trip.	Attend trip with student and prepare questions for use in discussions upon return to class. Questions should help to bring out: 1. Number and level of jobs viewed 2. Education and training required to different positions 3. Personnel and wage policies 4. How advancement takes place	List of questions for which students must find answers
To show that levels of responsibility exist in a single business or industry and that the level reached depends on a combination of factors, some related to basic personality and some related to training and education	Attends field trip and takes notes or listens and watches according to directions of teacher and counselor.	Supervise discussion upon return to class. Use questions prepared in small groups. Have leaders report conclusions to class for a general discussion.	

(Cont'd)

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #10 (Cont'd)		TOTAL GROUP FIELD TRIP AND CLASSROOM FOLLOW-UP	
To discover just what personnel people look for and expect to find in job applicants	Participates in folflow-up discussions in small groups and report to class. Uses questions formulated by teacher and counselor. Places notes in folder.	Counselor Provide teacher with list of possible places to visit.	List of possible choices for fieldtrip
		Make arrangements after class has made decision. 1. Notify the place to be visited and set time (suggestion: not over two hours). Clarify type of tour you want. 2. Request bus. 3. Prepare excuse lists for distribution among faculty.	
		Prepare the class for the visit by giving an overview of the establishment and remind students of what they should look for: 1. Number and types of different jobs 2. How workers got into specific jobs 3. What makes a person a success at specific jobs 4. How much and what kind of education is needed? 5. What satisfactions do workers receive (money and other)? 6. What jobs observed would the student like to do?	Printed forms procured from the place being visited (job application blanks, catalogs, pamphlets, etc.)

(Cont'd)

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #10 (Cont'd)	TOTAL GROUP FIELD TRIP AND CLASSROOM FOLLOW-UP		
		Attend the field trip with the class. Be sure to stimulate questions and answers related to points listed above. Help the tour leader keep the objectives in mind so that it is not just a sightseeing tour. Visit the class during the follow-up discussion and introduce idea of a small-group tour.	
EXPERIENCE #11	SMALL-GROUP TOURS		
To learn about specific vocational areas in which the student has shown interest To demonstrate and use self-confidence	Students should group themselves according to occupational fields of interest (can use a check list); select student leader; contact counselor, make arrangements for the tour. Report back to class.	Teacher provides class time for groups to form and choose leaders; works around small groups being out on trip; liaison with counselor on groups; helps group with problems; keeps the "can do" attitude going.	Transportation check list for tours (optional)
		Counselor compiles a list of sites for small-group tours and names of persons to contact. Presents list of sites and names to class; explains how the tours work; arranges transportation; accompanies the group on tours; aids in classroom reports. Optional: May make up check list for tour members so that they can cover all occupational interest areas.	List of sites for tours

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #12	INDIVIDUAL STUDY OF ONE TO THREE JOB AREAS		
To have students learn how to locate information related to specific vocations	Uses various sources to gather information on one to three of the job titles on his list from Kuder Interest Inventory.	Teacher Guide students in the use of resource materials.	For finding job titles relocate to interest and abilities; Examiner's Manual for Kuder Interest Inventory
To have students learn of the many different vocations that are related to his interests and abilities and to have him realize that his final choice as an adult may be determined by how he spends his high school years	Prepares either an outline or a report for chosen job titles; places in his folder. This can vary from simple to extremely detailed.	Help students find information not readily available. Help students prepare reports or outlines.	S.R.A. Occupational Exploration Kit Gordon Occupational Check List Dictionary of Occupational Titles for finding information about specific jobs: filed pamphlets and briefs (Calif. Dept of Employ. etc.; Chronicle Guidance; Careers Monographs, etc.)
To have students discover how different vocational areas can satisfy their personal values: 1. Financial goals 2. Residential goals 3. Family plans 4. Desires for advancement		Counselor See that resource materials are moved to the classroom from the counseling center. Intorduce the students to the different types of resource materials available and stay nearby to help those who have difficulty using indexes, etc. Help teacher find materials for exceptional cases.	Library reference materials S.R.A. Occupational Exploration Kit

(Cont'd)

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #12 (Cont'd)	INDIVIDUAL STUDY OF ONE TO THREE JOB AREAS		
			Resource speakers, personal interviews, tape recordings College, university, and junior college catalogs For suggested outline for student report: About You (last chapter)
EXPERIENCE #13	APPLYING FOR A SOCIAL SECURITY CARD		
To help students learn what the Social Security System is and how it functions (only basics)	Listens to explanation of the purpose of Social Security and its relation to adulthood.	Teacher . Help students fill out cards by being available to answer questions.	Pamphlets telling importance and operation of Social Security Admin.
To help students learn the importance of following directions exactly in filling out forms (accuracy, neatness, etc.)	Fills out the application form and turns it over to the vocational counselor for forwarding to the nearest Social Security office.	Follow up on applications returned by the counselor.	Applications for Social Security cards

(Cont'd)

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #13 (Cont'd)	APPLYING FOR A SOCIAL SECURITY CARD		
To give students the feeling they are entering the adult world and must begin to think about their goals for adult life	Corrects and rewrites the application if it is returned because of errors or omissions.	Counselor Secure Social Security applications from the nearest Social Security Administration office and bring to class	
		Be prepared to discuss the purpose of the system with the students and relate it to the adult world.	
		Explain importance of neatness and accuracy; give directions on completing the form; collect.	
		Review forms (or have secretary do this) and circle errors (use pencil); return to teacher for students to corret.	
EXPERIENCE #14	FILLING OUT JOB APPLICATIONS		
To acquaint students with the types of information required on typical job application forms	Fills out one or more application forms (states what specific position he would like to apply for, if possible).	Teacher Pass out variety of job application forms related to student interest (as much as possible). Supervise placing of information on forms.	Job application forms
To teach students how to represent themselves neatly and accurately on an applica-	Seeks information from parents for items not known by him.	Collect the completed forms; check for errors and omissions. Return to students for corrections.	Pamphlets related to applying for jobs

(Cont'd)

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #14 (Cont'd)		FILLING OUT JOB APPLICATIONS	
To help students learn how to follow directions		Counselor Secure adequate supply of representative job application forms from various employers in the community. Provide the teacher with information on whatever class needs are involved.	
To prepare students for job interviews			
EXPERIENCE #15		JOB INTERVIEWS	
To bring about a realization of the relationship between skills and knowledge taught in school and the expectations of actual employers	Prepares job applications as required by the interviewer.	Teacher Review pamphlets, *What Employers Want.*	As needed by interviewer
To give students practice in presenting themselves in person to an employer	Participates in a discussion of what an interviewer looks for.	Help interviewer discuss objectives with the class.	Pamplet, *What Employers Want,* S.R.A.
To help students discover their weaknesses, personal and academic, early enough in high school that they will have the opportunity to correct them	Students present themselves one at a time for a personal interview.	See that students are prompt in presenting themselves for the personal interviews.	

(Cont'd)

Objective	Student Activity	Teacher-Counselor Acitvity	Materials
EXPERIENCE #15 (Cont'd)		JOB INTERVIEWS	
To give students the opportunity to learn what interviewers are looking for when they inspect applications and conduct interviews	Shares in a discussion of the results of the interviews after each student has had a turn.	Counselor Arrange for visit of employment interviewer (scheduling rooms for interviews, etc.).	
		A suggested contact is any corporation large enough to have a complete personnel office with several interviewers on its staff. Public utilities are cooperative; so is Civil Service.	
EXPERIENCE #16	INVESTIGATING EMPLOYMENT TRENDS		
To learn the relationship between education, training, and earnings	Listens to counselor lecture on trends, asks questions, takes notes, puts notes in folder.	Teacher and Counselor Set up class time for lecture. Teacher has folders out, remains in room to observe and add personal comments.	"Job Guide for Young Workers" other booklets and charts: Calif. Dept of Employment a good source
To shift attitude toward education (negative to positive to more positive)	Sees film on "Social Classes." May write paragraph about relationship of jobs to social position.	Counselor lectures on occupations for young worker, population, automation, etc. Uses booklets, charts, and other materials that he deems appropriate.	
To learn about factors in employment trends	Listens to speakers Takes notes.	Teacher Orders and shows film on "Social Classes." Prepares leading questions that show	Film "Social Classes"

(Cont'd)

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #16 (Cont'd)		INVESTIGATING EMPLOYMENT TRENDS	
		relationship of education and training to occupational level and other social goals, e.g.: Why did the artist have to go to New York City to succeed?	Projector
To learn about population growth, automation, etc.		Teacher and Counselor Select one or more speakers to prove the case for education: a parent of one of the students who has returned to school, or an adult from night classes.	Speaker/s
To learn about social classes and importance of occupational levels		Teacher Obtains film on "Early Marriage." Asks leading questions that show need to postpone marriage until education and training are complete, problems raised by early marriage, etc.	Projector Film, "Early Marriage"
To learn that early marriage may limit education, training, and job opportunities		Counselor May obtain speaker who is knowledgeable about this type of problem.	
To shift attitude away from early marriage			

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #17	**INVESTIGATING POST-HIGH SCHOOL EDUCATIONAL AND TRAINING OPPORTUNITIES**		
To learn about educational and training opportunities in this area	Listens to speakers or tapes on these topics.	Teacher and Counselor Agree on speakers and times for their presentations to class.	Speakers, tapes, films
To learn about Grossmont Junior College apprenticeship programs, military training, civil service programs: 1. Federal 2. County	Asks pertinent questions.	Counselor Makes up a list of possible speakers from interest areas; tries to cover the major areas in the limited time available. Issues invitations to speakers. Optional: Teacher May use film "Time for Taxes" to show local geography, jobs available through county civil service, where tax money goes.	
EXPERIENCE #18	**PLANNING THE HIGH SCHOOL PROGRAM**		
To relate educational and occupational plans to high school program for grades 10-12 and beyond	Pulls together and studies all information about himself and his career plans and works out his covering the 10th, 11th, and 12th grades. Has parents approve the program or discuss it with his counselor.	Teacher and Counselor Agree on class time for group talk concerning plans for grades 10 through 12. Counselor* Checks all programs. Aids students to make realistic educational plans that meet graduation requirements and recommends subjects for post-high school educational and/or career plans.	Curriculum guides Program plan Vocational folder

* Listed on next page

(Cont'd)

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #18 (Cont'd) PLANNING THE HIGH SCHOOL PROGRAM			
		Confers with parents where problems may arise in student's inability to make realistic choices.	Cumulative folder Four-year card Other
		*If Vocational Counselor is other than freshman counselor, both should work together on this activity.	
EXPERIENCE #19 EDUCATION AND CAREER-PLANNING WORKSHEET			
To test knowledge of career plans by filling out an objective worksheet	Fills out Educational and Career-Planning Worksheet to best of his ability. (See Appendix.)	Teacher and Counselor Plan, explain, administer the worksheet; answer questions as seldom as possible.	Education and Career-Planning Worksheets
To establish counseling priority		Counselor Score worksheets and set up the counseling priority on the basis of the scores. Those with the lowest aptitude interest congruency have highest priority for personal counseling and assistance. Those with severe problems may be referred to other agencies.	

(Cont'd)

Objective	Student Activity	Teacher-Counselor Activity	Materials
EXPERIENCE #20	VOCATIONAL PROFILE BOOKLET		
To collect for safe-keeping all data relevant to vocational guidance (forms, charts, or tests results) in a Vocational Profile Booklet which will be kept by each student until graduation	Selects data from his personal folder for a permanent loose-leaf booklet (My Vocational Profile).	Help students to select pertinent data acquired during unit and to discard unnecessary materials.	My Vocational Profile Booklet or other loose-leaf binder
	Copies data in booklet when necessary.	Supply extra forms when students wish to recopy.	Forms
		Store Vocational Profile Booklets in safe place — available for use by students and counselors during next three years.	
EXPERIENCES #21-23	REINFORCEMENT		
These items are extensions of previously listed activities. (Refer to Phase V, third page of Overview.)			
EXPERIENCE #24	TARGET SIGHTED: PLANS FOR SUCCESS		
To revise high school program (if necessary) in accordance with all information available (especially 1st-semester grades)	Reviews program with counselor. Obtains parent approval or has parents talk with counselor.	Counselor Check all programs, counsel those who need help in making realistic decisions. Call parents if necessary	Program sheets, cumulative folder, etc.

GENERALIZATIONS ABOUT AVERAGE STUDENTS

GENERALIZATIONS ABOUT AVERAGE STUDENTS

The following generalizations about average-ability students, with relevant supportive evidence, grew out of the experimental phases of the Studies in Success program as conducted during the summer of 1963 and the regular 1963-64 school year. While these generalizations are based on the experiences of this particular program and emerged from within the framework of that program, they may prove generally helpful to school staffs in formulating their own plans.

1. Average students would rather let their more intellectually able peers take positions of leadership within the school situation; but they will themselves assume functions of responsibility and even leadership if given specific problems to solve and if teachers are patient enough to wait for them to take the initiative. It appears that if these conditions are met, the confidence so gained within the limited experience of the classroom can give these students the drive to seek positions of leadership within the total student group.

Evidence:

a. Students decided on their own what to wear when visiting the Pacific Telephone Company.

b. Students planned, and executed the plans, for a field trip followed by a beach party (food, transportation, place, activities, equipment.)

c. Members of small groups took notes and reported proceedings to the total group.

d A number of boys and girls stated that they were afraid to speak up in classes where there were abler students. They feared ridicule.

e. Students eventually volunteered to make bulletin boards, make phone contacts with community resource people, introduce outside speakers.

f. Leadership was shown in the small groups long before it appeared in the total group.

g. Students took the initiative to plan a parents' night.

2. Average students will seek improvement of their study habits and skills if they have a real desire to do so. Knowledge of the need for improved skills is not

enough unless it is related to material or emotional needs.

Evidence:

a. They appeared to be more careful in oral presentations when their delivery was tape-recorded.

b. Most of the boys and girls decided that notes needed to be taken on field trips or when listening to speakers. They found that they could not participate in report-discussions or evaluations without notes to remind them of what had been seen or heard.

c. Students were found to be more careful in writing and spelling when preparing useful materials (Social Security Card applications, job applications, etc.).

d. It was observed that the students generally wanted to do well in school so that they would be able to get better-paying jobs. Many decided to give math more effort because they came to realize the need for math in data processing, lab technician work, etc.

e. Students worked hard in preparing evaluations and in reviewing materials because of appeals on the part of the instructors for help in making recommendations to the Department of Instruction. They appeared to want to help the instructors succeed with the course.

3. Average students can learn isolated facts and simple concepts with ease but have difficulty in drawing generalizations or in transferring their knowledge from one situation to another.

Evidence:

a. They could read about self-confidence in books and could answer questions about what they read, but found difficulty in applying this knowledge to their own conduct.

b. They found difficulty in comparing observations of the types of work carried on at Pacific Telephone Company with those of the May Company.

c. They could discuss what made Walt Disney successful, but they had difficulty in comparing him with other successful men and still greater difficulty in seeing how some of the factors that made him a success could apply to themselves.

4. Students in the lower-intelligence group (IQ 70-90) have greater difficulty in making realistic educational and career plans because of poor self-differentiation.

Evidence:

a. They had dreams of "glamour" careers.

b. They vacillated from day to day with respect to their goals.

c. They confused interest with ability.

5. Average students work best and plan best with a singular goal before them. When the goals or problems are numerous or complex, they are inclined to give up. Development of educational and career plans must proceed step by step so that these pupils can look back to see what they have accomplished before going on.

Evidence:

a. In making lists of things they desired, students were able to plan first for the things closest to them; then to proceede to more remote goals.

b. After being convinced of the need to complete high school, they were ready to explore the advantages of junior college education. Then, after taking a good look at junior college and the job world, they expressed the wish to revise their high school programs; and usually their revisions made sense. This was a step by step process. If, on the other hand, the junior college concept had been introduced prior to their realistic thinking about the importance of completing high school, the basic issues would have been confused.

6. Average students develop strong emotional attachment and loyalty to adults who show a personal interest in their improvement and success.

Evidence:

a. They brought personal difficulties to the teacher or counselor.

b. They continued to visit and talk with teacher and counselor for months after the conclusion of the class.

c. At first the students tried to sit away from the instructors when they formed the classroom circle, but near the end of the course they were inviting and even urging the instructors to join them.

d. Instructors who met with small groups became much closer to the students within those groups than with the rest of the total group. This relationship is still maintained, and students bring "success" incidents to report to their former instructors.

e. Students made positive and friendly statements about instructors in private taping sessions and to other students and teachers.

7. Average students respond better to concrete material than to abstract verbalization. Emotional appeal is also frequently more effective than logic and reasoning.

Evidence:

a. Field trips taught more about the job world than reading about it in books and pamphlets. Sight, hearing, and even smell help the job to become real to the student.

b. Students were more interested in the police officer who spoke about what he personally did on the job than they were in the forest ranger who spoke generally of job classifications.

c. Knowledge of job salaries seemed to do more toward making students of this age want more schooling than any other kind of appeal.

d. Students appeared to respond better to appeals for good behavior when reminded of how others would think of them than when they were told they should have mature self-discipline.

e. The record "Strangest Secret" had great appeal because of its directness and emotional charge. Some students asked to listen twice.

f. They responded well to talking with junior college students who were actually enrolled in a specific program. Catalogs had little meaning or interest.

8. Average students internalize values from situations rather than from reading books or listening to the teacher talk.

Evidence:

a. All members of one small group felt the need to follow through on responsibility when they discovered no one in their group had done a certain assignment and other groups were better prepared.

b. They realized that appearance would affect getting a job when a representative from the apprenticeship council talked about a man not being hired because he was unkempt.

c. They learned the value of neatness in the classroom when they had to clean up their own mess.

d. Members of this class said that what they experienced in this unit had more value to them than a report-card grade.

e. Ability to get along socially with the opposite sex (difficult to read about) became a reality for the first time when the boys and girls played football together at the beach. Until that time they had automatically separated themselves in most situations.

f. Positive self-concepts came to those students who actually did something (i.e., asked a girl for a date, made phone calls to arrange for an outside speaker, arranged bulletin boards, planned a picnic, etc.).

g. They reacted strongly when told by a professional interviewer that they wouldn't be hired because of attitudes or poor grades. The first reaction was disbelief. The second was "what can I do about it?"

9. Activities requiring reading often have a low degree of success in a program of this kind. (In this experiment reading proved to be the least successful.)

Evidence:

a. Students sought some avenue other than reading when asked to evaluate pamphlets. Reading was the last resort.

b. They stated they would rather have the teacher read them stroies of successful Americans than read the stories themselves.

c. When asked to report on books, most of the students tried to sign up for the latest date possible.

d. They preferred to ask questions about jobs and salaries rather than read the pamphlets available. This does not always indicate laziness. Much occupational literature is too difficult for them because of special vocabulary requirements and poor reading appeal.

10. Average students need time to think about themselves and need step by step direction in how to use this time.

Evidence:

a. Many students said they had never before had the opportunity to think about themselves as persons.

b. As students took time each day to think and plan for themselves, their self-concepts improved, and their ability to plan for the future improved at the same time.

11. Students with the clearest concept of their own worth seem to be able to make more concrete and realistic plans for their futures. A healthy appreciation of self is necessary to sound educational and career planning.

Evidence:

a. On the Personal Values Check List, students who rated themselves either first or second in importance were also students rated by teachers and fellow students as being successful persons.

b. Two who rated themselves first and family ninth or tenth (indicating antagonism) were uncooperative in class and refused to make realistic plans for the future.

c. Students who rated themselves seventh through tenth in importance seemed to be the ones who lacked initiative.

12. Participation by the counselor in the classroom group guidance activities tends to prepare students for individual counseling of greater depth later in the counseling office.

Evidence:

a. All students in the class soon knew the counselor who helped the teacher, even though the counselor didn't know all of the students by name.

b. Students appearing in the counseling office for the first individual conference were ready to talk about problems and plans immediately; there was no need for a period of building rapport. They seemed to know exactly what the counselor expected of them and what they could expect from the counselor. Some students actually began these sessions before the counselor could say anything.

c. There was no tension among students as a result of wondering why they had been called to the counselor's office. All seemed to know that the counselor was interested in helping them. This relationship, established in the classroom, was reinforced by the personal conference.

IMPLICATIONS FOR TEACHERS

IMPLICATIONS FOR TEACHERS

The following observations may seem too obvious to bear repeating, but we do so for a purpose. Most teachers have classes of varying achievement levels. It is much simpler to generalize instruction — to assume that the slower student is lazy and that the indifferent student is deliberately not trying. This may be true but such assumptions are often without foundation. Other factors, need to be taken into serious consideration, and it is the aim of this section to focus attention upon certain relevant factors that were identified in the guidance experiment.

1. The teacher should understand that the "average student," so-called, does not really exist, but that every student has a unique make-up — that his own abilities, needs, and values are not the same as those of any other individual. (We found by dual testing that our "average" class ranged from mentally retarded — IQ 72 — to college preparatory — IQ 128.)

   The reason that students of such divergence can be grouped is that they do react similarly (though in varying degree) to certain kinds of educational and personal management. They do exhibit similar behaviors and needs.

2. Average students can learn and will want to learn if the teacher will study the unique set of values, needs, abilities, and desires of the average learner and incorporate these into curriculum planning. The inspired teacher who achieves this does an excellent job of teaching. A complete curriculum demands an understanding of student typologies and the setting up of courses meeting the requirements of each.

3. The teacher must accept (in a counseling sense) those students who have average ability. They must not be thought of as "inferior types," "rejects from college prep," "misfits," or the like. They are worth far more than that, and within their own capability range they may have great potential.

4. For average learners the instructional curriculum should be based on carefully thought-out, detailed planning. Most importantly, the implementation

of that curriculum must proceed step by step. Skipping steps as a time-saving device will bring about confusion and failure on the part of the learners. This dubious practice will actually result in a greater expenditure of time in the long run because whatever steps were glossed over will have to be reinstated to make sure the students assimilate what is being communicated and to prevent the whole process from breaking down. Sufficient time should be allowed to ensure full understanding of the instructional materials; and concrete examples illustrating each step should be stressed for purposes of clarification.

5. For legitimate reasons, students of average capacity may not wish to attend a four-year college or even a junior college even though the possibility exists. Teachers must accept their decisions without making value judgments that will cause these students to feel inferior.

6. Average students are citizens and must learn to function as citizens. (This has implications for leadership training). They can and do benefit from leadership opportunities.

7. Teachers need to repeat and reinforce instructional areas that prove difficult. Meaningful repetition of essentials is preferable to rushing through scheduled work, even though less is covered.

8. Average students need the chance to succeed in simple things so that they may acquire self-confidence to go on to the more difficult.

9. Small-group work (evaluation of pamphlets, films, etc.) provides opportunity for building leadership, gaining self-confidence, upgrading skills in oral reporting, nurturing social sensitivity, recognizing the need for parliamentary procedure, and so on.

10. Reading blocks are apt to be numerous in a group of average learners; however, most students can read what they want to read. A relationship between personality development and reading ability seems to exist. The student who reads only stories about horses — and reads well in that area —

would be able to read other materials equally well if he were motivated to do so; it is quite possible, moreover, that he has the potential of reading general materials at a faster rate and at a higher grade level than he has achieved thus far — but it is unlikely that he will realize this potential unless he is "sparked" or inspired. Good bibliographies for the average reader need to be compiled and made available.

11. Spelling weaknesses reflect a need for individualized help. Supervised reading time affords opportunities to help students with spelling difficulties.

12. Average students need more teacher help. While this fact seems to be quite obvious, classes containing average learners are generally the largest of school groups, with the least amount of time available for individual help. Average learners need:
    a. Assistance in finding suitable reading material
    b. Help in getting started with projects and meeting deadlines
    c. To recognize the need for and setting up good study habits
    d. More time and help to carry out regular assignments
    e. Assistance in making reports
    f. Specific step by step instructions as to what is expected of them

13. Boys need to be encouraged to put excess physical energy into useful outcomes (football, work, etc.). Unharnessed energy can lead to inattention and behavioral difficulty.

14. Average students are deeply interested in their teachers as people, and good personal student-teacher experiences can be a force for making instruction appealing. Loyalty to the class group and to the teacher is strong motivation.

15. Teacher understanding of the teenagers' world can aid instruction. Listening to popular radio stations can introduce teachers to youth's musical tastes; surfing and other legitimate enthusiasms must be accepted with empathy.

16. The teacher needs an optimistic outlook, must be affirmative whenever possible, and should reinforce student suggestions wherein learning can be improved. In our project it was found that a "can do" atmosphere produced creativity. For example, students planned all the details of vocational-guidance field trips for the class and for smaller groups although they had never done anything similar before. The teacher expressed complete confidence that they could do so — und they did.

17. Teachers need to be aware that special vocabularies used by business, industry, and education may be unfamiliar and even incomprehensible to young people. Uncommon terms and expresions should be clearly explained.

18. Teachers should acquire as much knowledge as possible about vocational non-college preparatory opportunities for their students. Interest in school work rises as job requirements are known.

19. Average students lack suitable models. A well-selected list of biographies of successful average Americans (living and dead) is useful to teachers.

20. Average students can benefit greatly from information on etiquette and personal grooming.

21. Teachers should screen their classes for students who are misplaced. They should compare the work of such students with class-level requirements and make recommendations to the counselor accordingly.

22. Teachers should not be discouraged when progress is not as rapid as desired. The challenge of raising the skill level of the average learner depends a great deal on the teacher; generally average students cannot learn well without teacher understanding and direction.

23. Teachers should be aware of, and capitalize upon, opportunities to permit students to know them as people seeking their success also, not just as teacher stereotypes.

IMPLICATIONS FOR THE GUIDANCE OF AVERAGE STUDENTS

IMPLICATIONS FOR THE GUIDANCE OF AVERAGE STUDENTS

The implications that follow, based essentially on the experiences of the Studies in Success project, should be found relevant to typical school environments.

Their reflection in the literature quoted was discovered before, and not after, we had reached our own conclusions. They are included to show that some scholars (pitifully few compared to those writing about the extremes of the intelligence spectrum) are concerned with average students and are supportive of our findings.

The concepts reported here are intended mainly for those personnel who have responsibility for the guidance of secondary school youth — not only counselors and other specialists but teachers as well.

1. Average students have a great need to have counseling time set aside for them. They need help in setting and clarifying goals and in planning and acting to reach them.

2. Finding fitting curricula for average learners involves real difficulties. Special teaching materials and methods that can "reach" these students successfully are still rudimentary, and much of the type of curriculum that should be offered is not yet in existence: Both within the school and in the larger community there is a great need to identify and develop the training each student needs.

3. There is a definite need for specialization in the counseling function. Only those counselors who are keenly interested in vocational guidance, have an empathic awareness of the unique needs of the average learner, and have an experiential understanding of the requirements of the working world can deal effectively with average students.

4. Average learners should have concrete goals and immediate rewards. Reese Edwards writes in The Secondary Technical School "A large proportion of reasonable students find thinking a waste of time unless they can see there is immediate or almost immediate application...yet these can go on to distinguished careers." Confirmation of this opinion is available in French and Swedish research as well.

5. Average students tend to be afraid of failure and ridicule and are especially suseptible to blame. As Dr. Paul Kennedy observes, "Blame has a strong inhibiting effect upon performance of average or slightly above average high school students. This is not shown by the uppers."

   Yoshikawa, in the Japanese Journal of Educational Psychology, 1960, states that average youth are 2 to 3 times more conscious of negative than positive criticism. P.N. Symonds says, "Failure and threat of failure are traumatic in effect and result in loss of interest and abandoment of effort."

6 Average students frequently come from culturally disadvantaged homes. Travel experiences, the educational levels of their parents, cultural advantages or denials, economic conditions — all these influence children from the day they enter school. The fact that average pupils during grade-school years drop behind their classmates who are on a higher socio-economic level is not always due to lack of trying or low intelligence; often it is simply because they do not have the stimulus to learn or motivating examples within the home.

7. Average students are apt to develop emotional attachment and loyalty to adults who show personal interest in their improvement and success and express confidence in their ability. These students react to the authoritarian teacher either by "clamming up" or by rebelling. The teacher who is unable to share authority takes away from these young people the chance to exercise self-determination and self-responsibility.

8. The average learner needs more help than he usually gets in finding real-life or fictional models who can inspire him and with whom he can identify. Because he reads less, travels less, and in general is limited to a narrower acquaintanceship with the world than is the brighter student, he tends to find models only among relatives, friends, and people in the sports and entertainment worlds.

In one Studies in Success class, students were asked to tell whom they would choose as models and why. Fifteen of the 26 could not or would not put down a model. Four indicated a relative, such as "my mother," "my brother," "my aunt," "my uncle." One admired a classmate; one a movie actress; and one was torn between Gene Krupa and a disc jockey. One voted for Walt Disney; one for the police officer who had spoken to the class. Two chose heroines from the biographies of successful Americans they had recently read.

Some very profitable research could be carried out in discovering ways of increasing the identification of this group of young learners with successful American men and women who came from similar backgrounds and overcame similar disadvantages.

9. Average students thrive in the supportive atmosphere of the small group more than does the bright student. G. Hearn and Kurt Lewin agree that in shifting identity from childhood to adulthood the youth is a marginal person. He needs to belong to a group to ease the transition, to prepare him for leadership, and to help him gain a status of his own.

10. Average students react well to concrete stimuii; use of all the senses increases learning and retention. A Columbia Teachers College study (corroborated by Terman and Momsen) that such reaction (in this case psychogalvanic refelexes) was 57% greater than that of gifted students and 70% greater than the dull.

11. The importance of developing a favorable self image and healthy self acceptance is paramount. F.A. Scarpetti reports in a study of "good boys" who came from high delinquency areas that "once a favorable self image has been developed it is difficult to alter." R.A. Goff suggests that the school make a continuous appraisal of experiences that seem to have the power of engendering wider social learnings, provoking the sense of self-worth, and laying more solid foundations for emotional and social strength. He states "The school must provide him (the child)

with experiences of success grounded in the acquiring of tools and skills and the development of real ability. Encouragement takes many forms, but the experience of self-realization provides a lasting resource for every child."

INTERVIEW-CONFERENCES

WITH STUDENTS
WITH PARENTS

STUDENT INTERVIEWS

Students in the Experimental A group of the field testing program were given individual counseling of a vocationally oriented nature after completion of the Studies in Success class unit. The number of such interviews varied from one to four, according to the student's ability to make a personally satisfactory and yet realistic choice of occupations to use as a basis for educational planning. The majority reached this objective by the second interview — some took three or four interviews. A few never did reach it, usually because of apathy or parental pressure.

Five illustrative cases, as revealed by counselor-made notes, are presented as follows:

CASE I: JIM

Counselor notes — meetings 2/11, 3/16, 3/30:

2/11/64

Jim is difficult to work with. Self-expression nil.
Needs improvement in dress and manners.
Pulled loose ends together in vocational folder.
Talked about career planning.
Jim's choices were car-racing and engineering.
After discussing this for a while, we both had the feeling that car-racing wasn't the best choice — that an auto mechanic's job might fit his needs.

We felt that more exploration was necessary; also Jim had not taken the Kuder when it was given in class. He was asked to take this home and bring it back at the next interview.
Score and interpret next time.

Time: 30 minutes.

3/16/64

Jim brought in the Kuder and scored it. This indicated a high interest in artistic work and the musical field. "Lows" were the literary area and social service. An interpretation of the results was made to Jim. He felt the types of activities included under "interests" were nice avocational activities but would not fit his vocational plans. Still wants to be an auto mechanic.

Four-year program worked out; used auto mechanic as a vocational choice.

Time: 50 minutes.

3/30/64 Discussed summer school. Jim was worried because he had not returned the summer school form with parent's signature. Was assured that he still had time. Discussed four-year program. He had talked it over with his parents and they felt his decision was a proper one.

Time: 30 minutes.

Results: A career decision that appears to be an appropriate one has been made. A maturing process has taken place within Jim. A new determination for school work has evolved. Regained self-confidence has made Jim a happier, better-adjusted boy. This can be seen in his dress, speech, and overall attitudes.

CASE II: KARL

Counselor notes — meetings 2/25, 3/5, 3/21:

2/25/64 Karl is neat, well dressed, quiet — has good common sense and logic.
Discussed information in vocational folder.
Talked about interests, aptitudes, abilities.
SCAT-STEP — average student — stanine 5.
Apparent slippage in writing and listening parts on SCAT-STEP. Student felt he hadn't quite understood the directions.
Karl had made illogical choices on the Career Planning Form. He realized this and felt that additional searching was necessary, but that the choices were the best he could come up with at that time.
Used the S.R.A. Occupational Exploration kit and explored his job interests.
Areas selected for further thought involved the armed services, politics, salesmanship; becoming a building contractor, a performing musician, an office machine serviceman, a detective.
Was given the Occupational Exploration worksheet and asked to look over the list for other possibilities.

Time: 45 minutes.

3/5/64 Karl came in today quite enthusiastic — has marked about 20-plus various jobs and was full of questions concerning them. He seemed to be sorting carefully and eliminating the vocations that were too difficult or demanding, as well as those in which he did not have interests or aptitudes. The end results were: salesman, real estate salesman, photographer, building contractor, police detective.

(Cont'd)

3/5/64 Note: (I felt a real success here — a boy making decisions on the basis of knowledge about himself.)

Information given him concerning the vocations he had pinpointed.

Time: 40 minutes.

3/21/64 Karl seems to feel he should have a single goal or a job plan, but just can't seem to make up his mind. Assured him this is perfectly O.K. Karl is being quite careful in his selection of a vocation. He wants to know all the facts and details about a job.

Karl reminds me of a boy who has suddenly stumbled onto a jewel chest — he is quite caught up with the nuggets of information he is finding about jobs and the world of work. He has read everything I have given him. He is full of questions concerning the jobs he has selected for study and is carefully analyzing all the information. Should make some proper decisions in his own time.

Time: Approximately 45 minutes.

CASE III: MARIE

Counselor notes — meetings 3/6, 3/20:

3/6/64 Marie wants to be a teacher (an unrealistic goal for her.) Tried to show difficulties of choice — covered high school requirements, college requirements, financing, competition. Completely passive. Couldn't interest her in any field more suitable.

Time: 45 minutes.

3/20/64 Really doesn't care about any vocation. Hasn't talked to parents. (Parents also indicate indifference during the interview held with them.)

Time: 30 minutes.

CASE IV: PAUL

Counselor notes — meetings 2/25, 3/16:

2/25/64 Paul is quiet, low-ability, not doing well even in applied arts classes, but wants to be an architect. Says he wants to go to college — must go becuase parents expect him to.

Talked about requirements for college and competition.

(Cont'd)

2/25/64 (Cont'd) We decided he must prove something to himself this semester by improving his grades before making further plans for college.

Time: 45 minutes.

3/16/64 Did poorly at semester. No spark.
Repeats he must go to college. (Mother rejects any idea of Paul lowering sights and insists on reclassification to college prep — against all advice.)

Time: 45 minutes.

CASE V: LINDA

Counselor notes — meetings 2/13, 3/2:

2/13/64 Linda: rapid talker — very sure of self.
Has changed her mind on vocations three times.
Currently wants to be a nurse. Discussed her idea of what makes a good nurse — personality, personal habits, appearance, etc.
Discussed the schooling and training that would be necessary.

Time: 45 minutes.

3/2/64 Still wants to be a nurse — could do this if she directs her energy one way. Discussed family approval, financing, nursing schools. Has joined Health Club at school. (Parents pleased — say they are glad she is finally getting some attention at school.)

Time: 45 minutes.

The value of holding personal counseling interviews after the group-guidance unit has taken place is easily perceived. Appraising oneself can be an unsettling experience for a ninth grader. Incorrect and damaging conclusions, of which the teacher of the group unit may be unaware, can be drawn from these class activities.

Moreover, young learners often need help in relating the variety of impressions and information gained in the course of exploring the vocational world to their own abilities (what they know of them) and to their own sets of values, however nebulous. When each student has a chance to talk with an accepting person who can help him relate his group experiences to himself, he can gain deeper and more productive insights.

PARENT INTERVIEWS

Parents of students in Group A were given personal interviews by the counselor when one or both parents were willing to come to the school. Some were interviewed by phone. Their attitudes varied from being grateful because their child "had never had any attention before" to complete indifference.

The purposes of the interviews were to find out:

1. If the parents were interested in the student's vocational future.
2. If there was conflict over choice of a vocation.
3. If aspiration levels of both parent and child were similar.
4. If the aspiration level of parents was realistic in terms of the student's ability and his educational plans.

The consensus of the counselors was that these interviews were both valuable and pleasant experiences. Responding parents agreed, with one exception, that the counselor's interest in the student's vocational planning was appreciated and had proved to be helpful. It was often found, however, that the parent's ambitions, educationally and professionally, were loftier than they were realistic. These ambitions continued to exist even though the parents were aware that the student's grades were poor or mediocre. Rationalization was "he (or she) can learn if he wants to."

Interview reports show that the authoritarian attitude is rare among parents of these "average" learners. Most agreed that they wanted their children to succeed within their capabilities. Strong conflicts on aspiration levels did not exist — probably because most parents, while welcoming the attention, admitted that they had not realized educational planning directed toward a vocational goal needed to begin at the ninth grade. A conscious attempt to bring this fact home to parents of all ability levels is needed — probably no later than the eighth grade.

The following four reports on parent conferences indicate the type of answers that were received.

CASE I: FRANK

April 2, 1964

Did you meet with mother ✓, father ✓ of pupil? How often 1?

Were parents cooperative and interested in pupil's vocational future? Yes, very interested

Is there conflict between pupil's and parents' vocational plans?

Yes ____ No ✓ Some ____ They seem to have no plans for him

Is the aspiration level of the parents for the pupil the same ____, higher ____, lower ✓? They feel they will be fortunate to get him through school

Is the aspiration level of the parents realistic in terms of the pupil's ability No? They tend to underestimate his ability and talk him down

educational plans None?

Please use the rest of the page to note any significant remarks, actions, attitudes, etc., you noted which affect vocational guidance. If there is a problem, do you have any suggestions as to how this should be met?

They have become very exasperated with Frank's inattentiveness and are disappointed he has been an average student. They use his extra-curricular activities as a club over school work and this may have resulted in his withdrawal and nervous behavior.

Encouraged them to allow him to take part in school activities and encouraged Frank also.

CASE II: SUSAN

March 13, 1964

Did you meet with mother ✓, father ✓, of pupil? How often 1 ?

Were parents cooperative and interested in pupil's vocational future? yes, very

Is there conflict between pupil's and parents' vocational plans?

Yes ____ No ____ Some ✓

Is the aspiration level of the parents for the pupil the same ____, higher ✓, lower ____? Parents feel she is considering jobs beneath her

Is the aspiration level of the parents realistic in terms of the pupil's ability Yes ? Susan underestimates herself

educational plans Low ? Parents expect a lot of her vocationally but do not feel she is capable academically

Please use the rest of the page to note any significant remarks, actions, attitudes, etc., you noted which affect vocational guidance. If there is a problem, do you have any suggestions as to how this should be met?

Susan's accumulative data show good native ability - more than she is using.

Showed parents her ability is greater than they thought - parents relieved.

Discussed Susan's voca. choices and explained them in terms of what we know about Susan. Parents more understanding and less critical. Happy with four year tentative program.

CASE III: GEORGE

March 13, 1964

Did you meet with mother ✓, father _____ of pupil? How often 1 ?

Were parents cooperative and interested in pupil's vocational future? Yes

Is there conflict between pupil's and parents' vocational plans?

Yes _____ No _____ Some ✓ Father supports choice Mother "hopes he will pick something else"

Is the aspiration level of the parents for the pupil the same Father, higher Mother, lower _______?

Is the aspiration level of the parents realistic in terms of the pupil's

ability Yes ?

educational plans None ?

Please use the rest of the page to note any significant remarks, actions, attitudes, etc., you noted which affect vocational guidance. If there is a problem, do you have any suggestions as to how this should be met?

Parents say George likes school better than at first of year (before vocational unit)

"A changed boy" - due to special attention

"Talks with father about vocational field trips"

"Talks about vocational counselor to family"

CASE IV: WARD

March 1, 1964

Did you meet with mother _____, father ✓ of pupil? How often 1 ?

Were parents cooperative and interested in pupil's vocational future? Very

Is there conflict between pupil's and parents' vocational plans?

Yes _____ No ✓ Some _____

Is the aspiration level of the parents for the pupil the same _____, higher ✓ lower _____? College - though father says he won't force it.

Is the aspiration level of the parents realistic in terms of the pupil's ability No ? Not college material

educational plans No ?

Please use the rest of the page to note any significant remarks, actions, attitudes, etc., you noted which affect vocational guidance. If there is a problem, do you have any suggestions as to how this should be met?

Father has noticed Ward doing more school work lately. "There seems to be a change in attitude"

Father will go along with law Enforcement as a career but would still like Ward to go to college.

SUGGESTED DUTIES AND RESPONSIBILITIES OF A VOCATIONAL COUNSELOR

SUGGESTED DUTIES AND RESPONSIBILITIES OF A VOCATIONAL COUNSELOR

The vocational counselor for the ninth grade has a dual responsibility. First, he should consider himself the "right arm" of the classroom teacher whenever vocational units are in planning or in progress. He should assist the teacher in providing vocational materials, speakers, field trips and tests, inasmuch as these are essential to developing the student's vocational self-analysis and self-direction.

His second major responsibility lies in the individual counseling of high-priority students. These students are selected because their goal or goals show low aptitude-interest congruency or because they have no goal at all.

TYPICAL ACTIVITIES

A detailed breakdown of his functions under these major areas of responsibility is listed below:

1. With the class the counselor will:
    a. Gather all relevant data available on students and record this information on individual cards.
    b. Act as part of a team-teaching situation for the vocational units undertaken in the class.
    c. Arrange for occupational talks, films, etc. and take students on exploratory group tours.
    d. Assist teachers with such group testing as both he and the teachers feel is necessary.
2. With individual high-priority counselees, the counselor will:
    a. Study the cumulative folders of these students (keeping the folders in his office).
    b. Interview their parents (both, if possible) and get their support. He will also study the parental background as it relates to the student's vocational and educational planning.
    c. Interview these students individually and give them optimal assistance in developing interests in suitable occupational fields and in learning about these fields.

d. Aid in educational planning, both for high school and for post high school.

e. Offer specific aptitude tests where the need is indicated.

The vocational counselor may have other related duties, including those of a coordinative or supportive nature. Examples follow:

1. He will act as an occupational resource person for other counselors and for the teaching staff.
2. He will keep a log of all vocational activities and comprehensive notes on student interviews.
3. He will make reports when required (administrative or other).
4. He will continually evaluate the progress of his students in its various school phases as this progress relates to self-appraisal and insights and concepts on vocational preparation.

OPERATIONAL REPORTS

The following are two actual operational reports or narratives submitted by counselors as a result of their Studies in Success activities during the 1963-64 school year.

Narrative I

Subject: Operational Narrative
Date: May 1, 1964

The work of the vocational counselor, in connection with the NDEA vocational counseling experiment, included the following activities during the 1963-64 school year:

1. Gathering data
   - a. Testing both experimental and control groups
   - b. Reviewing cumulative folders, reading and scoring Educational and Career Planning worksheet, scoring and converting data from tests
   - c. Organizing data into useful form for counseling and reporting to students, teacher, and district office
2. Helping the teacher of the experimental class
   - a. Serving as a teammate with this teacher
     - (1) Giving support and helping the teacher see the value of the unit
     - (2) Helping the teacher adjust the regular curriculum to the needs of the "success" unit
     - (3) Helping the teacher to understand the environmental orientation of the Applied Arts student so that his motivational activities could be more "reality" centered

- b. Assisting in the administration and interpretation of inventories and check lists in the classroom
- c. Participating in class discussions related to trends in the job world (presenting duplicated materials)
- d. Arranging for use of community resources in the classroom (speakers, films, and the like)
- e. Organizing and delivering to the classroom certain materials for students to use in their investigations of specific job areas; helping students to find things in the counselor's office files for use in the classroom
- f. Being available to students in the classroom: answering their questions about vocations and helping them to find materials not readily available
- g. Bringing job application forms and Social Security card applications to class for use as writing exercises; helping students learn how to prepare job applications and how to speak with company personnel prior to actual interviews
- h. Presenting test data to students for use in making educational and vocational plans; holding group-guidance session in the interpretation of ability and achievement scores

3. Conducting field trips
    - a. Organizing, arranging, and conducting actual field trips
        - (1) Entire class: Pacific Telephone Company
        - (2) Small groups: restaurant, manufacturing plant, interior decorator's studio, hospital (two groups), auto repair garage, beauty college (two groups)
            - (a) Students grouped according to interests shown on Kuder and Gordon
            - (b) In each group, a leader selected to make final tour arrangements; leader given counselor assistance in phone-contact procedures
    - b. Participating in follow-up reports and discussions after groups' return to class

4. Counseling with individuals
    - a. Helping members of the A Group make decisions regarding educational and vocational plans
        - (1) Reviewing instruments used in classroom and helping student to draw conclusions from them; aiding him in making decisions regarding school program
        - (2) Exploring vocational pamphlet materials together
        - (3) Referring student for a personal talk with someone in the community
        - (4) Arranging for student to listen to tape recordings of interviews with "experts"
        - (5) Providing specific information regarding educational requirements and facilities for the realization of the student's goal

   - b. Serving as a referral person for regular grade-level counselor
   - c. Contacting parents of A Group members to disucss student plans, problems, and the like; discovering parental attitudes and aspirations for their children

5. Attending meetings and preparing reports
   - a. In-service training
   - b. Reporting on progress of experiment
   - c. Evaluating materials used

Narrative II

Subject: Operational Narrative of Vocational Counselor (Two periods per day)
Time: School year, 1963-64

The following represents the duties and activities of the vocational counselor in the guidance experiment during the 1963-64 school year. The activities are listed approximately in sequential order.

1. Met with the teacher of the experimental class to draw up plans for the experimental program.
2. Tested, scored, and recorded data on both experimental and control groups.
3. Helped the teacher and the regular counselor to develop the teams within the experimental class.
4. Worked as a teammate with the experimental teacher in the following areas:
   - a. Orientation to the program
   - b. Motivation and enthusiasm
   - c. Self-evaluation; interpretation of inventories and check lists
   - d. Classroom discussions on job trends, preparation for employment, self-confidence, how to study, positive thinking, needs and wants of employers
5. Made arrangements for interviewers from the Pacific Telephone Company (a) to talk to the experimental group about applications; and (b) to conduct individual interviews.
6. Made arrangements for outside speakers to come to the school.
7. Made arrangements for the experimental class to take a field trip to the Pacific Telephone Company.
8. Accompanied the experimental class on the field trip to the phone company.
9. Participated in follow-up reports and thank-you letters in conjunction with the field trip.
10. Organized and delivered to the classroom all materials for student use in investigating job areas.

11. Discussed vocational exploration and explained how to use resource materials in the most efficient and effective manner.

12. Reviewed cumulative folders and inserted all self-evaluation materials, such as tests, inventories, forms, and questionnaires, into a personal vocational folder (for each student).

Experimental Group A:

13. Carried out intensive individual vocational counseling in an attempt to help the students make tentative vocational and educational plans.
    a. Reviewed and discussed all available data on the student to help him to know and understand himself in terms of aptitudes, abilities, interests, and values.
    b. Encouraged and assisted the student in his vocational exploration. What did he read? What did he find out? Discussed several different jobs in areas where his abilities and interests would indicate success. Gave direction and helped the student to use valid decision-making processes in reaching a tentative occupational goal.
    c. Helped the student to plan an educational program that would aid him in reaching his occupational goal.
    d. Met with the student's parents to help them become aware of the child's aspirations and goals.
    e. In those instances where disagreement was apparent, served as mediator and advisor in an effort to make both the parents and the student aware of one another's feelings.

14. Attended in-service training meetings and reported on the progress of the experiment.

15. Organized all data and prepared final reports.

The following activities were carried on by the vocational counselor in addition to those listed above and apart from the experimental project:

1. Served as a resource person for the regular counselors in the area of vocational guidance and vocational education.

2. Served as a referral agent for the other counselors when they had students seeking specific information about vocations.

3. Provided teachers with speakers and materials on vocations, employment trends, military service, job applications and interviews, and preparation for employment.

4. Coordinated publicity and registration for the career conferences sponsored by the office of the county superintendent of schools.

5. Reviewed and catalogued all incoming vocational literature.

6. Counseled students who came into the office on their own to seek vocational help.

7. Followed up last year's counselees with one interview each.
8. Spoke to classes, parents, regular teachers, special education teachers, the PTA, and school service clubs on employment trends, varieties of occupations, training requirements, vocational guidance, and the experimental project.
9. Participated in functions involving the regular counseling staff.

EVALUATION AND RECOMMENDATIONS

EVALUATION AND RECOMMENDATIONS

This section reports the evaluations and recommendations that were made with respect to what was actually implemented in the Studies in Success guidance experiment and the results that accrued from it.

ONGOING AND TERMINAL EVALUATION

Evaluation was carried on during the 1963-64 school year by a series of objective and subjective methods and devices.

NDEA counselors and experimental teachers met monthly to discuss the successes and problems that had occurred. Materials were evaluated by a check list indicating whether they were worthwile and should be continued, were good but not essential, or could be left out. Mrs. Virginia Clapp, project coordinator, made personal visits and telephone calls to assist experimental teachers and counselors with problems.

Near the end of the school year, George Glaeser, one of the experimental teachers associated with the early stages of the Studies in Success project, visited all the teachers and discussed with them their reactions to the unit and their suggestions for its future.

Counselors turned in narrative reports of their activities. All 14 teachers and counselors were asked to make written evaluations and recommendations for the following year's program.

Testing and other comparative devices were given before and after the unit in the experimental class; at the same time these were given to the control class.

Evaluations by personnel ranged from lukewarm to highly enthusiastic. Individuals from those schools where support by administrators was the highest, where teachers accepted the experimental unit voluntarily, and — most important of all — where changes of personnel did not occur during the school year, were most favorable in their comments. Nevertheless, every counselor and every teacher who had worked with the materials (1) felt that the Studies in Success unit should be continued, that it should be refined and improved; and (2) offered to work within his or her school to assist in its dissemination to all Applied Arts students.

The main impediments to complete satisfaction were identified as the following:

1. There was not enough in-service training of teachers and counselors.
2. Teachers were assigned this duty and consequently were somewhat lukewarm about it.
3. Changes of personnel among NDEA vocational counselors brought about lack of continuity and rapport.
4. The multiplicity of tests and forms due to the research nature of the program constituted a source of some irritation to both teachers and students.
5. Random choice of experimental classes resulted in some classes being "stacked" with students extremely difficult to motivate or to change attitudinally.

RECOMMENDATIONS OF COUNSELORS AND TEACHERS

The recommendations that follow are, in a sense, specific evaluations and should be considered as belonging to the evaluation process.

1. The majority decided that an exclusively vocational unit, for a short period of time within the year, was more successful than one spread throughout the year. Several teachers recommended that a part of the Studies in Success unit be saved for the second semester as a reinforcement and extension measure.
2. All involved in the program felt that this unit (a) should be continued; (b) should be given to all ninth graders; and (c) should be part of a four-year sequential program of vocational guidance joined with educational planning.

3. All recommended that a vocational counselor, or ninth-grade counselor, act in a team-teaching situation with the unit teachers and that the duties of each member of the team be carefully spelled out.

4. All agreed that materials should be improved and the range of choice broadened.

5. All but one agreed that real experiences — either firsthand or reproduced — whereby students could observe or listen (e.g., field trips, visits by employers, tape recording of vocational interviews) were more effective than the usual type of teacher-class activities lacking in the impact of direct contact with the job world.

6. All concurred that there should be more in-service training of unit teachers and vocational counselors, especially in the area of success-motivation techniques. Some teachers, used to formal classroom methods, are very uncomfortable with the group-project method. Some are apt to be over concerned about unit subject-matter assimilation.

7. Parents should be recognized as playing a highly influential part in youth's vocational inclinations and consequently should assume a positive role — not a negative or indifferent one — in the occupational choices made by their children.

8. There should be continued emphasis on positive thinking and success orientation.

9. Young adults of the community are more impressive as vocational speakers than older, successful business leaders and are therefore preferred to the latter.

10. The guidance unit should be a nongraded activity, except for the areas of citizenship and effort.

11. Personal counseling interviews, held with each student after the group vocational guidance unit took place, were highly successful both from the student's viewpoint and from that of the counselor's. The interviews

led to better study habits, increased school motivation, and clarification of personal problems.

12. All students should begin to keep vocational and personal assessment data in special folders during the ninth grade. These folders should be maintained and expanded during the four years of high school.

13. A common method of evaluating the success of the unit should be adopted by all the district schools and sufficient records should be kept to make valid recommendations for the total dissemination of the unit.

14. Group guidance — the grouping of students for educational-vocational planning — offers great promise. NDEA vocational counselors found that effective group work points the way to meaningful counseling and helps to establish rapport for rapid progress in the individual counseling interview.

15. Principals, teaching staffs in general, and other professional personnel should be well aware of what is going on and encouraged to help or to make suggestions. (Because of the research situation, very little could be disclosed to the rest of the school plant during the 1963-64 year.)

16. All personnel involved in the field testing agreed that the time was not yet right to extend the unit into all of the Applied Arts classes. Instead, principals should be encouraged to establish two experimental classes at each school (with voluntary, not assigned, instructors). The two teachers could help each other; and they and the assisting counselor could act as a team. Sufficient materials have already been ordered by the district for these classes.

17. Total dissemination of the Studies in Success units among all the Applied Arts, Social Studies, and/or English classes should be held off until enough enthusiasm and understanding is aroused in each school to predict a favorable outcome.

SUMMARY AND CONCLUSIONS

SUMMARY AND CONCLUSIONS

A report is not complete without some indication as to where all the dreams, all the plans, and all the work have led. This chapter will look briefly backward and for ward and, in so doing, gather together those strands which, most obviously to us, made up the significant patters. What will be woven in the 1964-65 school year is epilogue.

IN RETROSPECT: A SUMMING UP

We are approaching the third year of work on the NDEA Guidance Project, which has had as its predominant objective the development of a model—a technique— for the specialized vocational guidance of the non-college-bound student.

This project was begun because of a general awareness on the part of teachers and counselors alike that many students were reaching graduation without being able to make wise career choices. We recognized a responsibility unfulfilled.

We started the first phase of this project in 1962 with relatively no preconceptions of what ought to be done. Preferring to keep problem-centered, we experimented with a variety of ways of differentiating the roles of guidance personnel to meet the needs of average students.

When we had digested the results of our first year's work, we realized that much of the Applied Arts (average) student's inability to perform successfully in the present school program resulted from two obvious circumstances — one a result of the other. This young person could not be successful in a pattern and in an environment which, in large measure, did not fit his own interests and aptitudes and in which he had achieved medioirity or failure. His attitude, therefore, was essentially negative; he was disinterested in class; he failed to give his best; he was unresponsive to well-meant attempts to help him be more like a "good" student.

This in mind, we decided to try a drastic change in the environment and the pattern in the hope of reaching youth of his typology. This determination led to the designing of a special course which was given during the summer of 1963 and which was built upon the following hypotheses:

1. The average student has unique learning and guidance needs.
2. Active means must be sought to alter the negative image held by most average students toward themselves and toward their ability to learn.
3. Exploring vocational goals in attractive ways would engender motivation and a commitment to further learning.
4. A study of the "American dream" and, in particular, a positive, dynamic inquiry into success as it is possible to attain in our country would yield dramatic changes in self-understanding, self-esteem, and self-reliance.

In brief, what we were trying to achieve in the summer Studies in Success was a new approach to average learners. We hoped that professional personnel, sensitive to their special needs and potentialities, using a positive, Dale Carnegie-like approach, could help non-college preparatory youth to achieve a new way of looking at themselves.

We tried, that summer, to get those boys and girls to identify and to accept goals for their lives — goals that would be both possible and desirable — and to become so enthusiastic and excited about the prospect of reaching them that they would be willing (1) to make realistic educational plans; and (2) to carry out the plans.

After evaluating the results of the Studies in Success summer phase, we were so enthusiastic ourselves that we decided to take the next step: to field-test our learnings during the 1963-64 academic year in each of the seven high schools in the district. Accordingly, we selected those materials and methods which had proved most successful and organized them into a vocational guidance unit for ninth-grade Applied Arts students.

CONCLUSIONS

Having conducted the field test and completed the 1963-64 phase, with its added insights, its confirmations and suggestions for correction, its direct roads and complex turnings — some of which were anticipated and some of which were not — we have come to certain conclusions upon which we have based our recommendations for the continuing guidance experiment for the 1964-65 school year.

Areas of Emphasis

The following conclusions reflect areas of special emphasis as a result of the lessons that were learned from the 1963-64 operations:

1. While we are more than ever convinced that our basic premises are correct and that our preliminary work has been on the right track, we are not yet ready to ask for a total involvement of the Applied Arts ninth-grade classes for the district in a program of Studies in Success units. Too many gaps still exist. Far more help in the form of in-service training needs to be given to both counselors and the teachers (especially the latter) who will be involved.

2. The junior high schools that feed into our district are working on an eighth-grade vocational guidance unit, and what they design must be reflected in our curricular changes. (This new unit is to be field-tested in the feeder eighth grades in the spring of 1965.)

3. We need (a) to do more research on how to motivate the high-priority student (i.e., where interest-aptitude congruency is lowest); and (b) to enlist the cooperation of his parents.

4. The ninth-grade unit must be studied as a part of a comprehensive, sequential, master plan for the vocational-educational development of all students. This should begin in the elementary grades, should be developmental in character and should have many options for change-of-plan built into the process.

Recommendations for 1964-65 Phase of the NDEA Guidance Project

On the basis of our conclusions and experiences, we recommend that action research be designed and carried out in the following specific areas:

1. The grouping of students for educational-vocational planning:
   In this area we have done some preliminary work in two schools where counselors have been able to identify, on both the freshman and the

junior levels, manageable groups of students for guidance services. We have found this method to possess great possibilities, and we need to do further exploration, especially with respect to separating students into congruent groups. Effective group work points the way to effective counseling and helps to establish conditions that are needed for satisfactory progress in the individual counseling interview. We need to study the efficiency factors of smaller or larger numbers, division by interests and/or abilities, how to use groups to motivate the disinterested student, and other functions and objectives.

2. Working with the "average student" typology:

We have found some basic methods of working successfully with average learners, and we should continue not only to examine our insights but also to broaden and strengthen them so that they can be useful for other districts as well as our own. Now that we have specialized personnel already trained in these methods, we want to continue, on a case-load basis, to find out what can be done to give positive guidance by applying our Studies in Success techniques to young individuals.

3. The counselor-teacher relationship:

We need to explore how the team-teaching (or team-guidance) situation, involving both the specialized vocational counselor and the classroom teacher, can be most effective in a typical high school. Logistics will force us to place upon teachers much of the necessity for working with students in vocational guidance units, and this cannot be done unless the teacher believes in the value of what he is teaching and is given support by a specialized member of the counseling staff.

4. Curriculum revision:

It is not enough to stimulate students to become interested in careers suitable for them unless (a) relevant curriculum revision can also be managed; and (b) courses necessary for the students' chosen vocational preparation can be made available. The vocational counselor should help teachers of business and industrial subjects to become increasingly aware of both the needs of employers and those of students.

5. Development of materials:

We have discovered and tried out materials ranging in quality from poor to excellent; in variety, from pamphlets to films. It is our thinking that the real break-through in reaching the average student is and can be accomplished by the use of specialized audio-visual aids. Our preliminary efforts in making tape recordings of interviews with successful members of the working world had encouraging results; in nearly every instance the students reacted with good feeling and gained new insights. We would like to experiment with creating a library of slides synchronized with recorded voices — a technique that would show people actually at their jobs and would capture some of their "work talk."

We would also like to experiment in developing a small-group programmed learning device for use in the classroom during the vocational units. Many teachers who are accustomed to lecture methods find it difficult to work directly with small numbers of students, and yet we consider the small-group dynamic an absolutely essential requirement for maximum results with average learners. We feel that a mechanical or automated device of this kind would through the stimuli of well-directed, meaningful, realistic questions, bring about highly desirable and positive results without the necessity for close or anxious attention and/or supervision on the part of the teacher.

> "Where shall I begin, please your Majesty?" he said
> "Begin at the beginning," the King said gravely, "and
> go on until you come to the end, then stop."
>
> Alice's Adventures in Wonderland

This has been an account of a promising beginning — a beginning that offered low achieving, usually non-conforming, and frequently teacher-infuriating students a chance to find, through success, a new respect for themselves and for each other.

We who participated had such exciting glimpses of the possible that the end is nowhere in sight. We hope you will help us look for it.

APPENDIX

Educational and Career-planning Questionnaire

Two-way Classification of Occupations

List of Responsibilities of the NDEA Counselor, Teacher, and Ninth-grade Counselor

Forms from MY VOCATIONAL PROFILE, A SELF-STUDY RECORD:

- Family History Form
- Pre-high school Inventory Form
- "My Personality" Form
- "I Investigate an Occupational Group"
- Self-evaluation

STUDIES IN SUCCESS Bibliography

GROSSMONT UNION HIGH SCHOOL DISTRICT

EDUCATIONAL AND CAREER PLANNING*

PASTE LABEL HERE

C ________

A ________

P ________

Name ____________________________ School __________________

Grade ______ Male - Female Age ________ Years Months Date ______________

SECTION A

I Most young people daydream about the kind of work or career they will do when they are adults. What career would you most like to follow if you had the opportunity and ability? Describe it in the box below. (Do not write outside the box.)

II Of course, there can be a big difference between a person's daydreams and what, seriously, he or she really expects to do. A few students of your age have made their minds up definitely on a choice of career or occupation but not very many. Most students are thinking of possibilities rather than definite choices. What careers have you given serious thought to as your possible life work? (List choices in order of preference.)

1. ______________________________
2. ______________________________
3. ______________________________

III What is your father's occupation? (The word "father" means your natural father, or if you were adopted, it means your foster father.) NOTE: If you have a stepfather, answer instead with respect to him, not your father.

____

* This form used with permission of Covina-Valley Unified School District

SECTION B

OCCUPATIONAL PLANS AND INFORMATION

1. Why would you like to become

a______________________?
(first choice)

Answer

1

Score

Why would you like to become

a______________________?
(second choice, if any)

Answer

Why would you like to become

a______________________?
(third choice, if any)

Answer

2. What facts should you know about yourself before choosing a career?

Answer

2

Score

SECTION B (cont'd)

OCCUPATIONAL PLANS AND INFORMATION

3. How much education is required to be a ____________________ ?
(first choice)

(Refer to Question 11)

High School ____________________ no. of years

Apprenticeship ____________________ no. of years

Trade School ____________________ no. of years 3

Business School ____________________ no. of years

College or Junior College ____________________ no. of years

Special School ____________________ no. of years

☐ Score

4. What does a ____________________ do at work?
(first choice)

Answer 4

☐ Score

SECTION C

CURRICULA

5. The following courses of study are offered in the high schools of this district. CHECK THE ONE YOU ARE FOLLOWING.

Why did you decide to take this course of study?

_______ Applied Arts

_______ Business Education

_______ Vocational Agriculture

_______ Industrial Education

_______ College Preparatory

_______ Homemaking

_______ Other (If checked, please describe)

____

Answer

Score

5

6. What facts should you know about yourself before you choose a course of study?

Answer

Score

6

SECTION D

DECISION PROCESS

7. Where did you get your information on courses of study for making up your mind?

Answer

7

Score

8. How do your parents feel about your career choice?

Answer

8

Score

9. Suppose your parents didn't agree with your plans. What would you do? Remember now, becuase they disagree, they are not willing to support you in your plans.

Answer

9

Score

10. Who do you feel should be responsible for your career choice?

Answer

10

Score

SECTION E

INTERESTS

11. List some of your interests, hobbies, and activities both in school and outside of school.

____

____

____

____

_______________________________________ 11

____

____

____

____

☐
Score

12. Which of your particular interests would your career satisfy and why? (First choice)

Answer

12

☐
Score

SECTION F

ABILITIES

13. Discuss your scholastic abilities. What are your strong points and weak points in school? Give evidence for your statements.

Answer

13

Score

14. Which abilities do you have that will help you in the work you are planning?

Answer

14

Score

15. Which scholastic ability do you lack that you feel would help you to be successful in the work you are planning? (First choice)

(Note: If you honestly feel you have no ability lack, you should indicate this.)

Answer

15

Score

16. List the grades you received at your last grading period.

English ______________________
Mathematics ______________________
Social Studies ______________________
Foreign Language ______________________ 16
Science ______________________
P.E. ______________________
Other ______________________
(write in subject)
Other ______________________
(write in subject)

SECTION G

VALUES

17. Things that are important to us personally are called our values. List some of your values.

____

____

____

____

_______________ 17

____

____

____

____

18. What values of yours would working as a _______________ (first choice) satisfy?

Answer

18

Score

SECTION H

POST-GRADUATE PLANS

19. Indicate what you plan to do after you graduate from high school by checking the one most appropriate response to this statement:

After graduation from high school: (Check one)

a. I plan to work full time. ____

b. I plan to enlist in one of the military services. ____

c. I am undecided about whether to go to work or continue in school. ____

d. I plan to go to a business school. ____

e. I plan to go to a trade or technical school. ____

f. I plan to go to a four year college. ____

g. I plan to go to a junior college and then transfer to a four year college. ____

h. I plan to go to a junior college only. ____

i. I have no definite plans right now. ____

SECTION I

APPROPRIATENESS OF PLANS

20. After considering your interests, abilities, and values, is your career choice appropriate? Support your statements and give evidence.

Answer

20

Score

21. Are the courses that you are planning to take appropriate for your career choice? If they are not, how do you know they are not.

Answer

21

Score

TWO-WAY CLASSIFICATION OF OCCUPATIONS
BY GROUPS (PRIMARY FOCUS OF ACTIVITIES)
AND BY LEVELS (DEGREE OF RESPONSIBILITY, SKILL AND TRAINING REQUIRED)

Level	Group			
	I Service	II Business Contact	III Organization	IV Technology
Professional and Managerial (highest level)	Personal therapists Social work supervisors Counselors	Promoters	United States President and Cabinet officers Industrial tycoons International bankers	Inventive geniuses Consulting or chief engineers Ships' Commanders
Professional and Managerial	Social workers Occupational therapist Probation, truant officer (with training)	Promoters Public relations counselor Sales engineers	Certified public accountants Business and government executives Union officials, Brokers, average	Applied scientists Factory managers Ships' officers Engineers
Semiprofessional and Small Business	YMCA officials Detectives, police sergents Welfare workers City inspectors	Salesman: auto, bond, insurance, etc. Dealers, retail and wholesale Customers men	Accountants, average Employment managers Owners, catering, drycleaning, etc.	Aviators Contractors Foreman (DOT I) Radio operators
Skilled	Barbers, Chefs Practical nurses Policemen	Auctioneers Buyers (DOT I) House Canvassers Interviewers, poll	Cashier Clerks, Credit, express, etc. Foreman, warehouse Salesclerks	Blacksmiths Electricians Foremen (DOT I) Mechanics, average
Semi-skilled	Taxi drivers General house-workers Waiters City firemen	Route men	Clerks, file, stock, Notaries Runners Typists	Bulldozer operators Deliverymen Truck drivers Smelter workers Truck drivers
Unskilled	Chambermaids Hospital attendants Elevator operators Watchmen		Messenger boys	Helpers Laborers Wrappers Yardmen

TWO-WAY CLASSIFICATION OF OCCUPATIONS
BY GROUPS (PRIMARY FOCUS OF ACTIVITIES)
AND BY LEVELS (DEGREE OF RESPONSIBILITY, SKILL AND TRAINING REQUIRED)

Continued

Level	Group			
	V Outdoor	VI Science	VII General Cultural	VIII Arts and Entertainment
Professional and Managerial (highest level)	Consulting specialists	Research scientist University, College faculties Medical specialists Museum curators	Supreme Court justices, University, College faculties, Prophets Scholars	Creative Artists Performers, great Teachers, university equivalent Museum curators
Professional and Managerial	Applied Scientists Landowners and operators Landscape architects	Scientists, semi-in-dependent Nurses Pharmacists Veterinarians	Editors Teachers, high school and elementary	Athletes Art critics Designers Music arrangers Music teachers
Semiprofessional and Small Business	County agents Farm owners Forest rangers, Fish, game wardens	Technicians, medical, X-ray, museum Weather observers Chiropractors	Justices of the Peace Radio announcers Reporters Librarians	Ad writers Designers interior decorators Showmen
Skilled	Laboratory testers dairy producers, etc. Miners, drillers	Technical assistants	Law Clerks Court reporters	Advertising artists Decorators, window- Photographers
Semi-skilled	Gardeners Farm tenants, teamsters, Miner's helpers	Veterinary hospital attendants		Illustrations, greeting cards Showcard writer Stagehands
Unskilled	Dairy hands Farm laborers, Lumber jacks	Nontechnical helpers in scientific organization		

GROSSMONT UNION HIGH SCHOOL DISTRICT

NDEA TITLE V-A VOCATIONAL GUIDANCE PROJECT

September 1963

RESPONSIBILITIES OF THE VOCATIONAL COUNSELOR (NDEA)

To collect personal data on all students involved in the research design.

To assist experimental class students in interpreting the data so that a realistic vocational goal or goals for each may develop.

To interview parents of experimental group A in order to gain their support and understanding.

To give and score with the teacher's assistance, necessary tests, checklists and questionnaires.

To stimulate student interest in exploring tentative goals and to provide necessary experiences (with the teacher).

To help students in educational planning (with the class counselor).

RESPONSIBILITIES OF THE EXPERIMENTAL TEACHER

To teach the vocational unit, using the materials provided.

To assist the counselor to administer required tests, etc.

To provide such class records as are necessary.

To provide learnings and experiences in class which will assist the student to enlarge his knowledge of vocations, especially those in which the majority shows interest.

To help students to achieve an attitude of self confidence and a positive approach toward their vocational future.

RESPONSIBILITIES OF FRESHMEN COUNSELORS

To assist the project where possible.

To understand its objectives and interpret to the rest of the counseling staff.

To allow the NDEA counselor access to necessary pupil data.

To allow the NDEA counselor to keep cum folders of the 15 students with whom he is doing intensive work and to talk with their parents.

To re-evaluate the educational plans of those students whome the NDEA counselor feels require changing.

FAMILY HISTORY

Your family background has a great influence on your career choice. The information on this page will help your counselor to help you.

DATE__________ GRADE__________

NAME______________________________________ TELEPHONE__________
LAST FIRST MIDDLE

ADDRESS______________________________ CITY______________

BIRTH DATE______________________ PLACE OF BIRTH______________

MALE ( ) FEMALE ( )

FATHERS NAME (Step or Foster)______________ AGE______ OCCUPATION______________

YEARS OF SCHOOL COMPLETED__________

MOTHERS NAME (Step or Foster)______________________ OCCUPATION______________

YEARS OF SCHOOL COMPLETED__________

I HAVE__________ BROTHERS, INCLUDING HALF OR STEP BROTHERS.

I HAVE__________ SISTERS, INCLUDING HALF OR STEP SISTERS.

MY BROTHERS AND SISTERS ARE OCCUPIED AS FOLLOWS:

NAME	AGE	OCCUPATION	SCHOOL YEARS COMPLETED

THE FOLLOWING OCCUPATIONS HAVE BEEN OF FREQUENT OCCURANCE IN MY FAMILY:

____

____

PRE-HIGH SCHOOL SELF-INVENTORY

A look backward at your grammer school and junior high school record and activities will help you to plan your future.

Which subject did you like most? ______________________________

Which did you like least? ______________________________

In which subject did you receive your best grades? ______________________________

____

In which subjects did you receive your poorest grades? ______________________________

____

What kind of student do you consider yourself? (circle one) A B C D F

Comment ______________________________

My conduct grade in school has generally been (circle one) O S U

My effort grade in school has generally been (circle one) O S U

List any clubs or organizations to which you belonged ______________________________

____

What are your favorite hobbies? ______________________________

What are your favorite sports? ______________________________

Have you held any jobs for pay? List if over three months, giving length of time you worked ______________________________

How have you used most of your spare time?

Working __________ Studying __________ Reading books or magazines __________

Sports __________ Hobbies __________ Music (type of) __________

List states or countries where you have lived ______________________________

Where you have visited ______________________________

During the last year the books I enjoyed reading most were ______________________________

____

The magazines I enjoyed were ______________________________

During grammar school I skipped the __________ grade.

It was necessary for me to repeat the __________ grade.

My Personality

Your personality is made up of all the many things that make you YOU and not somebody else. This includes not only your physical make up but your disposition, temperament, aptitudes, intelligence, values, talents, and family background.

On this page, consider your physical and personality traits. These will automatically rule out some jobs for you, expecially if you have a definite physical handicap. Even height and weight may be decisive for certain occupations.

Physical Traits	Describe
General Health	
Strength	
Coordination	
Appearance	
Handicaps	
Other	

Personality Traits	Most of the Time	Sometimes
Responsibility—Can I be relied on to do as I say?		
Concern for others— Do I think about and help others?		
Disposition—Am I agreeable and pleasant?		
Honesty—Am I truthful?		
Punctuality—Am I on time?		
Productivity—Do I get tasks done in a minimum of time?		
Cooperation—Do I work well with other people?		
Initiative—Do I go ahead without waiting to be told?		

I INVESTIGATE AN OCCUPATIONAL GROUP

Now that you have an idea of the general area in which your abilities, aptitudes, and interests lie, the next step is to consider them in relation to the occupations that exist. As there are over 40,000 job titles listed in the Dictionary of Occupational Titles this will take organization, time, and thought.

We begin by dividing occupations into eight large groups by primary focus of activity (the work which is done). Study these eight groups and decide which type of work you feel you would like to do and could do. Perhaps your interests and aptitudes extend into adjacent groups. If so you will need to study more than one group.

TABLE 1

	OCCUPATIONAL GROUPS	DESCRIPTION OF ACTIVITIES	EXAMPLES
I.	Service	attending to personal tests, needs, and welfare of others.	policemen social workers nurses
II.	Business Contact	face to face sale of commodities investments, real estate and services	dealers, wholesale and retail demonstrator
III.	Organization	managerial and white collar jobs in business, industry, and government, primarily concerned with efficient function	accountants executives foremen
IV.	Technology	production maintenance and transportation of commodities and utilities	aviators electricians mechanics
V.	Outdoor	cultivation and gathering of crops, of marine and mineral resources, of forest products.	forest rangers fishermen miners
VI.	Science	research and application of scientific theory (other than technology).	doctors X-Ray technicians pharmacists
VII.	General Cultural	teaching, preserving, or transmitting in general cultural heritage.	editors law clerks teachers
VIII.	Arts and Entertainment	use of special skills in the creative arts and entertainment (includes spectator sports).	musicians photographers baseball players

If the job (or jobs) you are thinking of for yourself is not listed in the column showing examples, add it in the correct group. If listed, underline.

These eight occupational groups can be divided into levels (see Table 11) according to the amount of skill and degree of responsibility required for the job.

Locate on Table 11 the occupational group you plan to investigate and the level you hope to reach.

SELF EVALUATION

Name______________________________________ Date__________________

1. My Physical Make-up
    a. My overall physical condition (circle one): superior above average average below average poor
    b. My positive and negative points (physical):

strengths	weaknesses

    c. My physical handicaps (if any):

2. My Mental Make-up
    a. My overall mental ability (circle one): superior above average average below average poor
    b. My special abilities (list those things which you are able to do well)

3. My interests (list those things which you like to do, the places you like to visit, the people you like to be around, etc.):

4. My Personality (list the things about your personality which you feel are either to your advantage or disadvantage):

strengths	weaknesses

5. My Self Confidence
    a. What do I think of myself as a person?
    b. Do I have the courage to do the things which I really want to do?
    c. How can I improve my self-confidence?

STUDIES IN SUCCESS
BIBLIOGRAPHY

These books, predominatly biographies, were chosen to illustrate the American dream that all men and women can become successful, and even great, because of the quality of their courage and determination. They prove, at the same time, that lack of academic ability in high school, or inability to attend college, does not prevent people from making important contributions to our society

Title	Author	Publisher
AIRCRAFT		
Sky Pioneer: The Story of Igor Ivan Sikorsky	Bartlett Robert M.	Scribner
Round the Bend	Norway, Nevil S.	Morrow
Wright Brothers: Pioneers of Aviation	Reynolds, Quentin J.	Random
Skygirl: Career Handbook	Murray, Mary	Duell
ARCHITECT		
Lady Architect	Wyndham, Jane (Lee)	Messner
ARTIST		
Surprise Summer	Hubbell, Harriet W.	Westminister
Art in the New Land	Simon, Charlie (Hogue)	Dutton
Story of Walt Disney	Miller, Diane (Disney)	Holt
Hold Fast the Dream (Sculptor)	Low, Elizabeth	Harcourt
My Adventure as an Illustrator	Rockwell, Norman	Doubleday
ATHLETE		
It Takes Heart	Allen, Mel with Graham, Frank Jr.	Harper
Born to Play Ball	Mays, Willie H., and Einstein, Charles	Ptunam
Bruce Benedict, Halfback (and several other sports stories)	Gault, Bruce	
Wait Till Next Year: The Life Story of Jackie Robinson	Rowan, Carl T.	Random
Archie Moore Story	Moore, Archie	McGraw-Hill

Title	Author	Publisher
The Perfect Game	Scholz, J.	
Frank Gifford Story	Smith, Don	Putnam
Willie Mays, Coast-to-Coast Giant	Einstein, Charles	
ATHLETIC COACH		
You Have to Pay the Price	Blaik, Earl H., & Cohane, Tim	Holt, Rinehart & Winston
AUTOMOBILE RACER		
Devil Behind Them: Nine Dedicated Drivers Who Made Motor Racing History	Bentley, John	Prentice-Hall
Dirt Track Summer	Gault, William C.	Dutton
Dim Thunder (and several others by author)	Gault, William C.	
AVIATOR		
Wind on My Wings	Knauth, Percy	Doubleday
Man High (Astronaut)	Simons, David G., & Schanche, Don A.	Doubleday
Stars At Noon	Cochrane, Jacqueline	Little
Thaddeus Lowe, America's One Man Air Corps	Hoehling, Mary	Messner
CONSERVATIONIST		
Nose for Trouble	Kjelgaard, James A.	Holiday
John Muir: Father of our National Parks	Norman, Charles	Messner
Trails of His Own (Muir)	Grossman, A.	
COSMETICIAN		
Three Lives of Harriet Hubbard Ayer	Ayer, Margaret H. & Taves, Isabella	Lippincott
DAIRYMAN		
Milk Flood	Corey, Paul	Abelard-Schuman
Dairyman to a Nation	Frantz, Joe B.	University of Oklahoma Pr.
DANCER		
Student Dancer	Woody, Regina	Houghton
Dancing for Joy	Woody, Regina	Houghton
Young Pavlova	Almedingen, E.M.	Roy

Title	Author	Publisher
Dance to the Piper	DeMille, Agnes	
Leap Through the Curtain: The Story of Nora Kovach and Istvan Rabovsky Mikes	George	Dutton
Dance to My Measure	Wyndham, Lee	
DEPARTMENT STORE WORKER		
Future for Sale	De Leeuw, Adele L.	Macmillan
Heart for Business	De Leeuw, Adele L.	
Adame Gimbel: Pioneer Trader	Wells, Helen	McKay
DETECTIVE		
Bill Martin, American	Martin, Bill and Martin, Molly R.	Caxton
Allen Pinkerton	Lavine, Sigmund	
DIVER		
Underwater Adventure	Price, Willard D.	Day
ENGINEER		
Modern American Engineers	Yost, Edna	Lippincott
Henry Ford	Neyhart, Louise	Houghton
ENTERTAINER		
Confessions of a Happy Man	Linkletter, Art	Random
FASHION DESIGNER		
Young Faces in Fashion	Williams, Beryl	Lippincott
Gay Design	De Leeuw, Adele L.	Macmillan
FISHERMAN		
Whale Spotters	Halacy, Dan S.	Macmillan
FOREST RANGER		
Sierra Ranger	Thompson, Peter	Dodd
Bears in My Kitchen	Merrill, Margaret	McGraw-Hill
GOVERNMENT AND PUBLIC SERVICE AGENT		
Famous American Statesmen	Stevens, William O.	Dodd